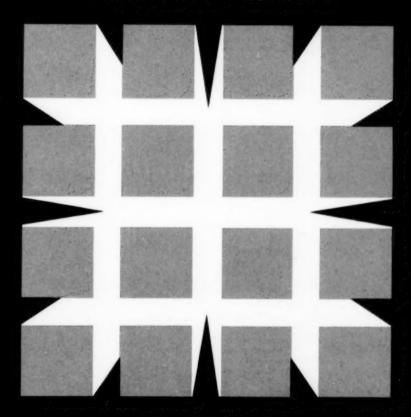
MAY 1988

VOLUME 23/NUMBER 5

# RESOURCES IN EDUCATION

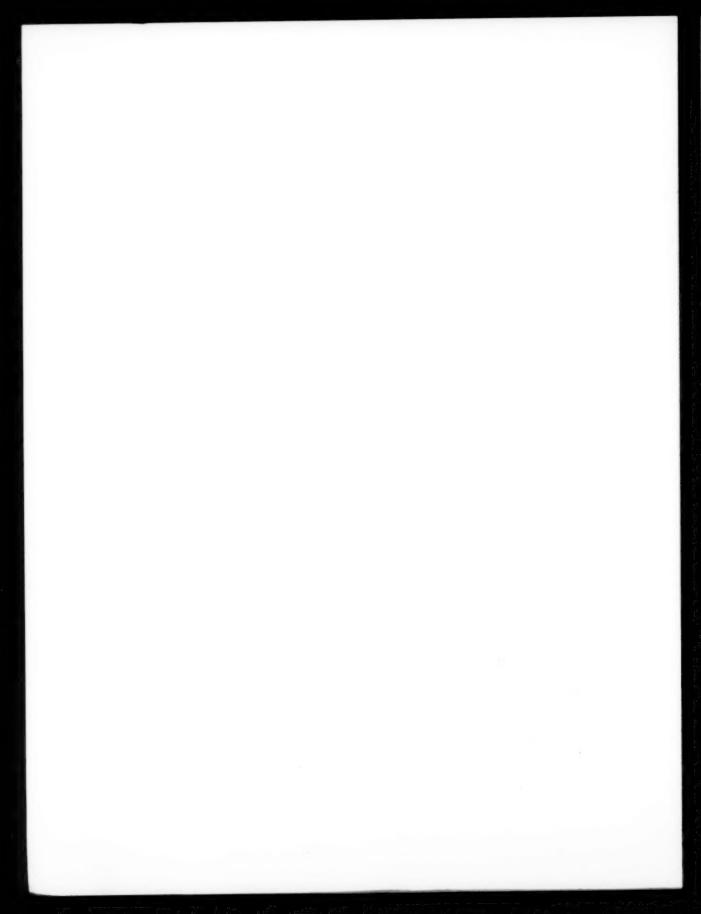
ED 288 953 - 289 957

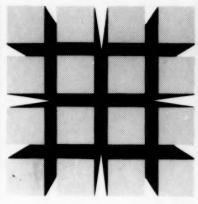




INFORMATION CENTER

Office of Educational Research and Improvement





# **RESOURCES IN EDUCATION**

ED 288 953 - 289 957

May 1988 Volume 23/Number 5

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Resources in Education (RIE) is processed for printing by ORI, Inc., under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERII), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of RIE do not necessarily reflect official OERI policy.

Subscriptions to RIE (12 issues/year), individual issues, and semi-annual indexes (January-June and July-December) are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

# Selected Acronyms

CH Clearinghouse

CIJE Current Index to Journals in Education

Comp. Compiler

DHEW Department of Health, Education, and Welfare

Ed.

 Accession Number Prefix (ERIC Document) ED

Department of Education

EDRS - ERIC Document Reproduction Service

 Accession Number Prefix (ERIC Journal Article) EJ

ERIC Educational Resources Information Center

**Government Printing Office GPO** 

MF Microfiche

NIE National Institute of Education

- Office of Education OE

OERI - Office of Educational Research and Improvement

PC - Paper Copy

RIE Resources in Education

SN Scope Note UF Used For

# Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Cen-- Washington, D.C.: Dept. of Health, Education, and Welfare, National Institute of Education: Supt. of Docs., U.S. G.P.O., rdistributor,

v.; 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Cover title.

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76r8209r81srev

#### Resources in education . . . (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980index issued for Jan.-June.

one semiannual

Continues: Research in education.

Supt. of Docs. no.: HE 19.210:; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. United States. National Institute of Education. II. Educational Resources Information Center.

tDNLM: 1. Education-abstracts. 2. Education-indexes. 3. Research

Support—directories. Z 5811 R432<sub>1</sub> Z5813.R4 016.370'78 75-644211 AACR 2 MARC-S (LB1028)

Library of Congress

76,8209r81srev

### Introduction

**RESOURCES IN EDUCATION (RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

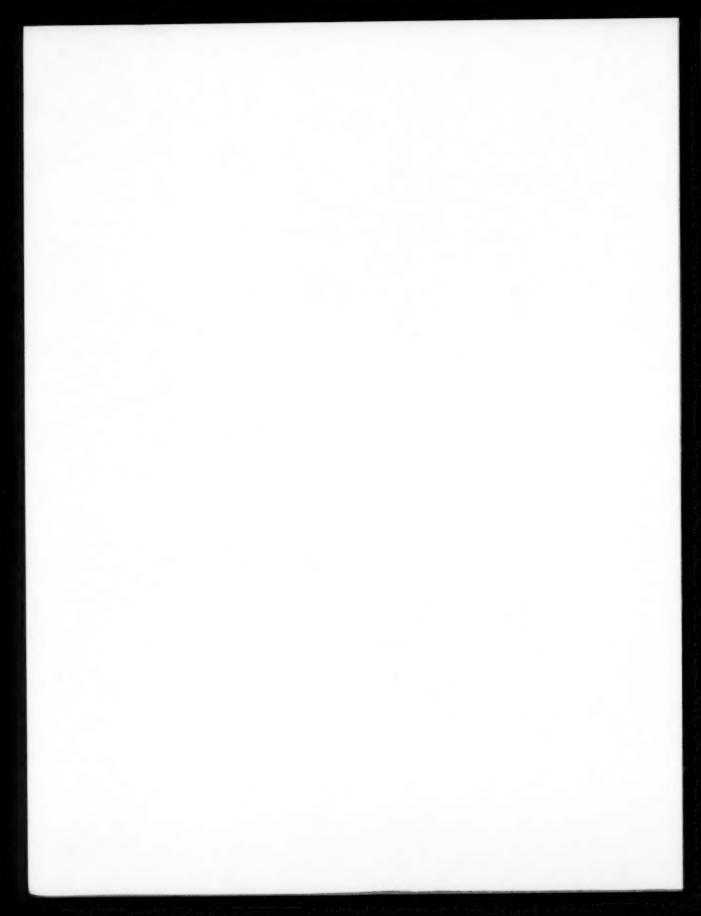
ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

**Organization of Journal:** Resources in Education is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4350 East-West Highway, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."



# **HIGHLIGHTS Of Special Interest**

# **ERIC Clearinghouse Publications**

This page highlights publications announced in this issue of Resources in Education which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in Resources in Education and Current Index to Journals in Education, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in Resources in Education are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304.

#### Citations (By Clearinghouse)

ED 289 360 FL 017 074 MCACON, Denise Different Types of ESL Programs. ERIC Digest. ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 4p. EDRS Price - MF01/PC01 Plus Postage.

ED 289 361 FL 017 075 Kreidler, Carol

ESL Teacher Education. ERIC Digest. ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 4p. EDRS Price - MF01/PC01 Plus Postage. ED 289 362

Jarvis, Gilbert A. Bernhardt, Elizabeth B. Foreign Language Teacher Education. 1987 Up-date. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 4p. EDRS Price - MF01/PC01 Plus Postage.

ED 289 363 FL 017 077 Inman, Marianne E. How Foreign Language Study Can Enhance Career Possibilities. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C., 4p. EDRS Price - MF01/PC01 Plus Postage.

ED 289 364 FL 017 078 Vernacular Dialects in U.S. Schools. ERIC Digest. ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 4p. EDRS Price - MF01/PC01 Plus Postage.

ED 289 560 JC 880 017

ED 289 500
Wilms, Wellford W., Ed. Moore, Richard W., Ed.
Marketing Strategies for Changing Times. New
Directions for Community Colleges, Number 60.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; 114p.

EDRS Price - MF01/PC05 Plus Postage.

Alternate Availability—Jossey-Bass Publishers, 350

Sansome Street, San Franciso, CA 94104-1310

ED 289 658 RC 016 525 Edington, Everett D. Koehler, Lyle Rural Student Achievement: Elements for Consideration. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 10p.

Schools, Las Cruces, N. Mex.; 10p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).

ED 289 815 SO 018 840 Remy, Richard C. And Others
Teaching about National Security: Instructional
Strategies and Lessons for High School Courses

in History, Government, Geography, Economics. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Ohio State Univ., Columbus. Mershon Center.; 162p. EDRS Price - MF01/PC07 Plus Postage.

UD 025 961 Chapter 1 Programs: New Guides from the Re-

ERIC Clearinghouse on Urban Education, New York, N.Y.; 32p. EDRS Price - MF01/PC02 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$3.00).

ED 289 948 UD 025 962 Schwartz, Wendy Teaching Science and Mathematics to At Risk Students. ERIC Digest. ERIC Clearinghouse on Urban Education, New

York, N.Y.; 6p. EDRS Price - MF01/PC01 Plus Postage. Alternate Availability—ERIC Clearinghouse on Urban Education, Institute on Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single

#### **RIE Highlights**

copies free).

ED 289 949
Webb, Michael
Peer Helping Relationships in Urban Schools.
ERIC Digest.
ERIC Clearinghouse on Urban Education, New
York, N.Y.; 4p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on
Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single
copies free).

# **DOCUMENT SECTION**

### SAMPLE RESUME

Clearinghouse Accession Number. ERIC Accession Number-identification number sequentially assigned to documents as they are processed. Author(s). Sponsoring Agency-agency responsible for initiating, funding, and CE 123 456 ED 654 321 managing the research project. Title. Smith, John D. Johnson, Jane Career Planning for Women. Organization where document Central Univ., Chicago, IL. Report Number-assigned by originated. Spons Agency-National Inst. of Education (ED), originator. Washington, DC. Report No. - CU-2081-S Date Published. -Pub Date - May 83 Descriptive Note (pagination first). Contract- NIE-C-83-0001 Note - 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, Contract or Grant Number. IL, May 15-17, 1983). Available from-Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25). Descriptors-subject terms found in the Thesaurus of ERIC Descriptors Language-English, French Alternate source for obtaining Pub Type-Speeches/Meeting Papers (150) that characterize substantive content. document. Only the major terms, preceded by EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,\* Career Planning, an asterisk, are printed in the subject Language of Document-docuindex. ments written entirely in English are Careers, \*Demand Occupations, \*Employed not designated, although "English" is Women, \*Employment Opportunities, Females, carried in their computerized records. Labor Force, Labor Market, \*Labor Needs, Oc-Identifiers-additional identifying terms not found in the Thesaurus. cupational Aspiration, Occupations Publication Type—broad categories indicating the form or organization of Only the major terms, preceded by Identifiers - Consortium of States, \*National Ocan asterisk, are printed in the subject cupational Competency Testing Institute the document, as contrasted to its index Women's opportunities for employment will be subject matter. The category name is directly related to their level of skill and experience followed by the category code. and also to the labor market demands through the **ERIC Document Reproduction** remainder of the decade. The number of workers Service (EDRS) Availability-"MF" needed for all major occupational categories is exmeans microfiche; "PC" means repected to increase by about one-fifth between 1980 produced paper copy. When deand 1990, but the growth rate will vary by occupascribed as "Document Not Available tional group. Professional and technical workers are from EDRS," alternate sources are cited above. Prices are subject to expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), change; for latest price code schedule Informative Abstract. clerical workers (26 percent), sales workers (24 see section on "How to Order ERIC Documents," in the most recent issue percent), craft workers and supervisors (20 percent), of RIE. managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are Abstractor's Initials. available to them. (SB)

### **Document Resumes**

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA-ERIC Processing and Reference Facility	1	JC — Junior Colleges	92
CE-Adult, Career, and Vocational Education	1	PS-Elementary and Early Childhood Education	100
CG-Counseling and Personnel Services	24	RC-Rural Education and Small Schools	109
CS-Reading and Communication Skills	35	SE-Science, Mathematics, and	
EA-Educational Management	44	Environmental Education	115
EC-Handicapped and Gifted Children	52	SO-Social Studies/Social Science Education	127
FL - Languages and Linguistics	63	SP—Teacher Education	138
HE—Higher Education	69	TM-Tests, Measurement, and Evaluation	147
IR -Information Resources		UD-Urban Education	154

ED 288 953 AA 001 171 urces in Education (RIE), Volum

ber 5.

Educational Resources Information Center (ED),
Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—May 88

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402. On annual subscription, \$51.00 (Domestic), \$63.75 (Foreign).

Pub Type— Reference Materials - Bibliographies
(131)—Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Catalogs, Education,

escriptors—\*Abstracts, Catalogs, Education, \*Educational Resources, \*Indexes, Resource Ma-

Identifiers—\*Resources in Education
Resources in Education (RIE) is a monthly ab-

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexe, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contains only the first three of the five indexes in the printed cition. The first accession in each issue of tams only the Inst taree of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

## CE

ED 288 954 CE 047 636 CE 04 030
CE 04 030
CE 04 04 050
CE 04 04 05 RIE MAY 1968

Pub Date—Apr 87
Note—131p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—\*Adult Education, Adult Students,
\*Delivery Systems, \*Educational Finance, Fund
Raising, \*Lifelong Learning, Needs Assessment,
Program Development, \*Program Evaluation,
\*Student Characteristics
This primer aims to help adult educators form a
conceptual framework that will enable them to relate their daily activities to overall plans and proce-

conceptual framework that will enable them to re-late their daily activities to overall plans and proce-dures. Section I presents some definitions of the field of adult education, its development, and con-ceptual foundations. Section II discusses the clien-tele of adult education and specific problems that arise in adult learning endeavors. Section III ad-dresses aspects of the delivery system for adult edu-cation. Program evaluation is also discussed. Section IV is concerned with the evaluation of pro-grammes and Section V with the funding of adult education. An appendix is devoted to material availgrammes and section w unit the funding of adult education. An appendix is devoted to material available to educators of adults. It contains a select bibliography, an outline of the International Handbook of Resources for Educators of Adults, and a list of international bodies and national associations with es or interests in the area of adult eduresponsibilities

CE 047 969 ED 288 955 CE U4/969 Crowe, Michael R. And Others BASICS: Bridging Vocational and Academic Skills. Implementation Guide. Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

ucation (ED), Washington, DC.
Pub Date—87
Grant—G008620030
Note—79p.; For related documents, see ED 252
701-702, ED 252 737-739, ED 257 995, ED 266
264, ED 276 873, and CE 047 970-978
Available from—National Center Publications, Box
SP, National Center for Research in Vocational
Education, 1960 Kenny Road, Columbus, OH
43210-1090 (Order No. SP300AA-\$10.95; complete BASICS set, SP300-\$198.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

able from EDRS.

Descriptors—Academic Education, "Basic Skills,
Guidelines, "Inservice Teacher Education, "Integrated Activities, Integrated Curriculum, Program Development, "Program Implementation,
Secondary Education, "Skill Development,
Teacher Workshops, Teaching Methods, "Vocational Education, Vocational Education Teachers
This implementation swide describes the philosoable from EDRS This implementation guide describes the philoso-phy of BASICS, a set of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. It provides guidelines and strategies in workshop format for implementing the program in a school. The guide is organized around three topics. The rationale for BASICS presents the philosophy underlying the development of the material. Emphasis is given to the joint effort approach for strengthening students' basic skills. The rationale for BASICS implementation presents the background and issues involved in beginning the BASICS program and the various stages of implementation. Considerations various stages of implementation. Considerations include the leadership role required for a successful include the leadership role required for a successful program and the various stages of implementation. The BASICS implementation section contains specific implementation procedures for the person who coordinates the BASICS program. The section contains a listing of BASICS program. The section contains a listing of BASICS products, a description of the products, and workshop outlines for inservice sessions for teachers and others in specific BASICS tonics. An endixes include a typology of standards. topics. Appendixes include a typology of standards, concerns voiced in California about vocational education, and three statements supporting joint vocational-academic effort. (YLB)

CE 047 970 ED 288 956 Primer of Exemplary Strategies. BASICS: Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008620030

Grant—G008620030
Note—91p.; For related documents, see ED 252
701-702, ED 252 737-739, ED 257 995, ED 266
264, ED 276 873, and CE 047 969-978.
Available from—National Center Publications, Box
SP, National Center for Research in Vocational
Education, 1960 Kenny Road, Columbus, OH
43210-1090 (Order No. SP300AB-\$11.95; complette BASICS set, SP300-5198.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
Pescriptors—Academic Education. \*Basic Skills.

able from EDRS.

Descriptors—Academic Education, \*Basic Skills, Classroom Techniques, \*Communication Skills, \*Integrated Activities, Integrated Curriculum, \*Mathematics Skills, Problem Solving, Sciences, Secondary Education, \*Teaching Methods, \*Vocational Education Identifiers—\*Science Skills

This basic skills resource tool for the teacher illustrates, through models and practices that are proven successful at state and local levels, how to implement the processes and techniques presented in BASICS. BASICS is a package of integrated materials developed to assist teachers, administrators, and

counselors in bridging vocational and academic akills. These exemplary practices are divided into two topica: Basic Skills Techniques and Joint Effort Practices. The first section contains 47 techniques, Practices. The first section contains 47 techniques, practices, and programs used by secondary vocational teachers to teach basic skills in their classrooms. The other gives 24 examples of teaching basic skills through joint efforts between cacdemic and vocational teachers. The practices are further grouped by the basic skill emphasized (mathematics, communication, problem-solving, science). Each technique provides the following information: technique/practice, vocational area(s), special populations served, target audience, brief description of the practice by the teacher, and contact for additional information. The primer concludes with an index of the basic skill techniques and joint effort initiatives. Strategies are indexed by the basic skill emphasized, by vocational service area, and by special population. (YLB)

CE 047 971

ED 288 957

Sechler, Judith A. Crowe, Michael R.
Roudsigns from Research. BASICS: Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87

Creat. C008/20070

-G008620030

Grant—G009620030 Note—73p; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978. Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300AD—\$14.95; comete BASICS set, SP300-\$198.00)

Pub Type — Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—Academic Education, \*Basic Skills, Business, Cognitive Style, Dropout Prevention, \*Dropouts, \*Educational Research, Employer

Business, Cognitive Style, Dropout Prevention, 
"Dropouts, "Educational Research, Employer 
Attitudes, Faculty Development, Industry, Inservice Teacher Education, "Integrated Activities, 
Integrated Curriculum, Secondary Education, 
"Teaching Styles, "Vocational Education, Vocational Education Teachers 
This document responds to the need for integration of basic skills into vocational education by providing a summary of research findings, implications, 
and practical suggestions for teachers. The six sections and four complementary posters are intended as tools for staff development of teachers engaged in 
teaching basic skills. Sections can also be used separately as informational handouts for individual or 
group instruction at a workshop and mailouts to ratery as informational nandouts for individual or group instruction at a workshop and mailouts to motivate participation in professional growth activities. Each section is organized by the kinds of questions that teachers have about students' difficulties with basic skills and teachers' difficulty in addressing these problems. Sections 1-3 discuss dropouts—an assessment of the problem as it relates to basic. ang trees proteins. Sections 1-3 discuss dropouta-an assessment of the problem as it relates to basic
skill deficiencies; the impact of personal, family, and
school factors on dropout-prose youth; and what
happens to dropouts. Section 4 clarifies the business
and industry perspective on the importance of a
work force competent in basic skills. Section 5 summarizes basic skill problems prevalent among special populations. Section 6 summarizes the
implications of both learning and teaching styles for
pasic skills acquisition. Appendises provide inforinspucations of both learning and teaching styles for basic skills acquisition. Appendixes provide infor-mation on guides and modules that provide assist-ance to administrators, counselors, and teachers as they promote a joint effort to strengthen basic skills. (YLB)

ED 288 958

Pritz, Sandra G. Crowe, Michael R.
Instructional Materials Development. BASICS:
Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—6008620030
Note—112p.; For related Agency

Note-112p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266

264, ED 276 873, and CE 047 969-978. Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH

43210-1090 (Order No. SP300DA-\$13.95; complete BASICS set, SP300-\$198.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—Academic Education, \*Basic Skills, \*Competency Based Education, Individualized Instruction, \*Integrated Activities, Integrated Curriculum, Lesson Plans, \*Material Development, Needs Assessment, \*Problem Solving, Quality Control, Secondary Education, \*Vocational Education

This document suggests a systematic approach to the development of appropriate applied basic skills instructional materials. It is part of BASICS, a set of integrated materials developed to assist teachers.

integrated materials developed to assist teachers, counselors, and administrators in bridging vocational and academic skills. Section 1 discusses the tional and academic skills. Section 1 discusses the prerequisities to development of materials. The series of steps includes conduct needs assessment; determine job; conduct job analysis; identify tasks for instruction; conduct task analysis; cross-correlate occupational tasks with academic skills needed; determine type of instructional system; determine need to develop, adapt, update, or supplement materials; and specify the development task. Three types of curriculum material are presented as options for development from the preparatory work: commediate of the commediate of the commediate of the commendation of the c development from the preparatory work: compe-tency-based individualized instruction, applied learning in a problem-solving mode, and lesson plans for traditional instruction. The three succeedplans for traditional instruction. In three succeeding sections describe the characteristics of each type of material, the rationale for use, and guidelines for development. A sample of each type of curriculum is included. Management of the development process is discussed with reference to monitoring progress and controlling for quality. Appendixes include a checklist for evaluating materials for sex equity, an introduction to the structure of a compe-tency-based module, a competency-based module incorporating basic skills, a student activity in a problem-solving mode, and a quality control check-

CE 047 973 ED 288 959

ED 288 959 CE 047 973

Veach, June P. And Others

Supplemental Instructional Resources. BASICS:
Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date-87

-G008620030

ote—50p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978.

Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300DB-57.95; complete BASICS set, SP300-5198.00). Pub Type—Guides - Non-Classroom (055) EDRS Price - MP01 Plus Postage. PC Not Available.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Education, Adult Basic Education, \*Basic Skills, Communication Skills, \*Content Analysis, \*Information Sources, \*Instructional Materials, \*Integrated Activities, Integrated Curriculum, Mathematics Skills, Secondary Education, \*Vocational Education
This guide for teachers identifies sources of basic skills instructional print materials available for use with secondary-level vocational students. It is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. It has

oped to assist teachers, administrators, and counselors in bridging vocational and academic skills. It has four major chapters. The "Identifying Resources" chapter describes the national, state and regional information systems and networks that are available to assist teachers in identifying and locating instructional materials and resources. The "Analyzing Resources" chapter explains how instructional materials can be analyzed to draw out basic skills content and provides an example of such an analysis. The "Resources" chapter lists 182 student resources appropriate for supplementing basic skills can be appropriated for supplementing basic skills. sources appropriate for supplementing basic skills instruction and learning. Each resource provides the title, author(s), and publisher. The chapter has four sections. The first lists 76 mathematics resources, grouped by general mathematics and occupational related mathematics. The second lists 22 communication resources for supplementing reading, writing, speaking, and listening skills. In the other basic skills resources section, 30 resources focus on areas other than mathematics and communication. The

adult basic education resources section lists 54 resources developed for adult basic education learners. They are included because of their appeal to older secondary students. The last chapter contains an alphabetical list of 77 publishers and their ad-

ED 288 960 CE 047 974

ED 288 960

CE 047 974

Pritz, Sandra G. Crowe, Michael R.

Techniques for Joint Effort: The Vocational-Academic Approach. BASICS: Bridging Vocational and Academic Skills.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87

Pub Date—87 Grant—G008620030

Grant—G008620030 Note—44p; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978. Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300EA-manual and audiocassette, \$13.95; complete BASICS set, SP300-5198 00. audiocassette, \$13.95; complete BASICS st SP300-\$198.00). Pub Type - Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Academic Education, \*Basic Skills, 
\*Cooperative Planning, \*Integrated Activities, 
Integrated Curriculum, Secondary Education, 
Skill Development, \*Teaching Methods, \*Team 
Teaching, \*Vocational Education

This document describes teaching techniques that vocational and academic teachers can use jointly to improve students' basic skills. It is part of BASICS, improve students' basic skills. It is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. Section 1 focuses on the problem of students' basic skills deficiencies and how teachers can respond. Section 2 specifies and discusses ways that teachers can work. The options include sharing, teaming, and staff crossover. The final section consists of examples of eight programs in which teachers have successfully used these strategies to integrate vocational and academic education. They are Pathfinder Resional egies to integrate vocational and academic educa-tion. They are Pathfinder Regional Vocational-Technical High School District (Palmer, Massachusetts), Joint Academic Vocational Ap-proach (Kentucky), Dauphin County Area Voca-tional Technical School (Harrisburg, Pennsylvania), Pennsylvania, Chilip (Ohio, Pennsylvania), tional Technical School (Harrisburg, Pennsylvana), Program Options (Ohio), Ohio Program Options: Great Oaks Joint Vocational School District (Cin-cinnati), Ohio Program Options: Mathematics at Montgomery County Joint Vocational School (Clayton), Principles of Technology as Applied at Detrick Vocational Center (Louisville, Kentucky), and Program Model for Interesting Science Copand Process Model for Integrating Science Con-cepts and Vocational Skills, Sandy Union High School (Sandy, Oregon). A conclusion supermarker School (Sandy, Oregon). A conclusion summarizes, in the form of a checklist, the factors that should be considered before making the commitment to joint efforts. (YLB)

CE 047 975 ED 288 961

Halass, Ida M. Desy, Jeanne Technique for Management: Time for Learning, BASICS: Bridging Vocational and Academic

Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Vocational and Adult Ed-ucation (ED), Washington, DC. Pub Date—87 Grant—G008620030

Grant—G008620030 Note—61p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 965-978. Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300EB-87.50; com-plete BASICS set, SP300-\$198.00). Pub Type—Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage, PC Not Avail-able from EDRS.

able from EDRS.

Descriptors - Academic Achievement, Academic Education, \*Basic Skills, Educational Improvement, \*Integrated Activities, Integrated Curriculum, Postsecondary Education, Productivity, Secondary Education, Time Factors (Learning), \*Time Management, \*Time on Task, \*Vocational

This handbook provides guidelines for enhancing the use of time in secondary and postsecondary vo-cational-technical classes. It is intended to guide cational-technical classes. It is intended to guide teachers, administrators, supervisors, inservice coordinators, and teacher educators through conducting time-use analysis. It is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. Since the information is broadly applicable, a prologue focuses the application of the information for the specific purpose of strengthening basic skills. It suggests ways for vocational and academic teachers to employ time-use analyses together to improve the productivity of their classes. Chapter 1 describes the purpose of the handbook and defines key concepts. Chapter 2 provides background on time use in education, including highlights from research and studies of vocational-technical classes. Chapters 3-5 each discuss one of the three stages of time-use analses of vocational-technical classes. Capters 3-3
each discuss one of the three stages of time-use analyses: discover how time is used, decide what change
is needed, and change day-to-day practice. An example of a time-use analysis is used throughout to
illustrate the use of an observation form and five orksheets. An appendix contains the reproducible

ED 288 962

CE 047 976

Pritz, Sandra G. Crowe, Michael R.

Techniques for Remediation: Peer Tutoring, BASICS: Bridging Vocational and Academic Skills.

Ohio State Univ., Columbus. National Center for
Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87

Grant—G008620030

Note—61b: For related documents, see ED 252

Note-61p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266

264, ED 276 873, and CE 047 969-978.

Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300EC—manual and audiocassette, \$13.95; complete BASICS st SP300-\$198.00). Pub Type—Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage, PC Not Avail-\$13.95; complete BASICS set,

able from EDRS.

Descriptors-Academic Education, \*Basic Skills, \*\*Posteriptors—Academic Education, "Danie Salins, \*\*Integrated Activities, Integrated Curriculum, Needs Assessment, "Peer Teaching, Program Administration, "Program Development, Program Evaluation, Program Implementation, Secondary Education, Teaching Methods, "Tutoring, "Voca-

tional Education tional Education

This guide focuses on the application of peer tutoring as a strategy for remediation of basic skills in
secondary vocational settings. Additional benefits
of using a joint vocational-scademic approach are
highlighted. The guide is part of BASICS, a package
of integrated materials developed to assist teachers,
administrators, and counselors in bridging vocational and academic skills. The guide addresses the
hasses of reogram planning, program development. tional and academic skills. The guide addresses the phases of program planning, program development, and program evaluation as the organizational themes. Each phase is discussed in terms of its operational components. Program planning is concerned with the tasks relevant to preparation of a program plan or proposal: needs assessment and program observing administration, and coordination, materials. with the tasks relevant to preparation of a program plan or proposal: needs assessment and program operatives, administration and coordination, materials, facilities and equipment, budget, and resource needs. Program development addresses the tasks involved in initiating the operation of each component: orientation, faculty in-service training, tuter recruitment and selection, tutor training, tutee intake, matching, and assignment. Program evaluation incorporates several types of evaluative techniques effective in assessing peer tutoring program. The tasks addressed are identifying the information and evaluation instruments needed, collecting and analyzing the data, reporting the results, and modifying the program. Appendixes contain aamples of commonly needed forms and a series of helpful tips for tutors. (YLB)

CE 047 977

Pritz, Sandra G. Crowe, Michael R.
Technique for Computer Use: Software Evaluation
BASICS: Bridging Vocational and Academi

Statis.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Grant-G008620030

ote—50p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978.

204, BD 276 873, and CE 047 969-978.

Available from—National Center Publications, Box
SP, National Center for Research in Vocational
Education, 1960 Kenny Road, Columbus, OH
43210-1090 (Order No. SP300ED-87.50; complete BASICS set, SP300-5198.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price MP01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Academic Education, Basic Skills,

\*Computer Assisted Instruction, \*Computer Software Reviews, \*Courseware, Educational Planning, Guidelines, Instructional Material Evaluation, \*Integrated Activities, Integrated Curriculum, Microcomputers, Secondary Education, \*Vocational Education

This microcomputers are secondary Education, \*Computers Secondary Education, \*Computer Secondary Education, \*Comp

This guide contains a compilation of suggestions and guidelines to assist secondary-level teachers in planning to make the most effective use of complanning to make the most enecute use of com-puter-assisted instruction (CAI) through careful courseware evaluation. It is part of BASICS, a set of integrated materials developed to assist teachers, administrators, and counselors in bridging voca-tional and academic skills. An introduction defines CAI and relates it to the joint vocational-academic approach. The next three sections are structured approach. The next three sections are structured around a checklist that deals with three major tasks: plan for effective use of the computer, establish guidelines for developing or evaluating software, and evaluate courseware. Three steps in planning for effective use of the computer are discussed identify the benefits of CAI, identify appropriate tasks for CAI, and identify strategies for CAI. Establishing guidelines involves the following steps: identify the learning objectives and tasks, determine teaching effectiveness, evaluate annoporate use of coming effectiveness, evaluate appropriate use of com-puter capabilities, identify management possibilities, and evaluate documentation. The section on courseware evaluation provides information about microcomputer courseware evaluation sources and the Microcomputer Courseware Evaluation Form and Guide. (YLB)

Pritz, Sandra G. Crowe, Michael R.

Technique for Individualization: The Academic Development Plan. BASICS: Bridging Vocational and Academic Skills.

Ohio State Univ., Columbus. National Center for Bases of the Vocational

Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87 Grant—G008620030

Grant—G008620030 Note—101p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-977. Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300EE-\$9.95; com-plette BASICS set, SP300-\$198.00). Pub Type—Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage, PC Not Avail-able from EDRS.

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Academic Achievement, Academic Education, \*Basic Skills, Cognitive Style, \*Diagnostic Teaching, Disabilities, Gifted, Immigrants, \*Individualized Education Programs, \*Integrated Activities, Integrated Curriculum, Migrant Youth, Minority Groups, Needs Assessment, Secondary Education, Sex Fairness, \*Student Needs, Talent, Teaching Methods, \*Vocational Educations

tion
This document guides school staff through a systematic identification of individual student needs and steps to meet those needs. It is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. It discusses the process for developing an Academic Development Plan (ADP) and completing an ADP form. An introduction describes the rationale for an ADP and the tion describes the rationale for an ADP and the ADP process. Each of the next six sections focuses on one of the ADP tasks: prepare to develop ADPs, obtain information for the ADP, analyze students' needs and design a plan to address them, put the plan into action, monitor student progress, and re-vise the ADP. Extensive appendixes include the ADP form; information on diagnostic testing (for-mal and informal student assessment, additional sources of information); basic skills analysis forms; information on cognitive style, learning style, and teaching techniques; a summary of sex equity prin-ciples; an article with basic information on main-streaming and school-to-work transition; and background material on minority and immigrant, gifted and talented, and migrant youth. (YLB)

CE 047 979
Connections. School and Work Transitions. The
Connector's Guide.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date... 37

Pub Date—87 Grant—G008620030

Grant—G008620030 Note—267p.: For related documents, see ED 263 383 and CE 047 980-998. Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100AA-339.95; com-plete Connections set, SP100PR-3350.00). Pub Type—Guides - Non-Classroom (055) EDRS Price - MP01 Plus Postage. PC Not Avail-sable from EDPS.

able from EDRS.

able from EDRS.

Descriptors—Career Development, \*Career Education, \*Career Planning, Educational Resources,
\*Education Work Relationship, Followup Studies, Information Sources, \*Job Placement,
\*School Community Relationship, Secondary Education, Student Needs, Vocational Interests,
Work Attitudes, \*Youth Employment
This Connector's Guide contains a set of seven
resources for administrators, counselors, teachers,
and employers that offers systesics and techniques

resources for administrators, counselors, teachers, and employers that offers strategies and techniques for effecting successful youth transitions. "Introduction to Connections" presents program coordinators with an overview of the components in the Connections package and describes their purposes, benefits, and uses. "An Action Guide to Youth Employment," presents recommendations for effective ployment" presents recommendations for effecting positive youth transitions from school to work, positive youth transitions from school to work, strategies for implementing the recommendations, and research findings and data that support the rec-ommendations. "Assessing and Planning with Stu-dents" outlines the overall processes for assessing students' needs, skills, attitudes, and interests and in dents" outlines the overall processes for assessing students' needs, skills, attitudes, and interests and in developing individual career plans. It provides a number of suggestions for using individualized career development plans, computerized career guidance systems, and community resources in career planning. "Involving the Community in Transitions" outlines steps in planning and implementing school-community linkages and the competencies needed by school-community coordinators. "Placing Students in Jobs" provides an overview of steps needed in developing, implementing, and evaluating placement programs. "Following Students into the World of Work" focuses on steps in planning follow-up studies, data collection, and reporting, as well as developing and delivering followthrough services. "Resources for Connections" identifies materials that support the Connections resources. An annotated bibliography lists 150 print, audiovisual, and computer resources. Annotations provide type of resource, intended users, a brief overview of content, and pagination. The names and addresses are also provided of 115 organizations and associations, most of which are national in scope, which provide services relevant to youth in transition. It also includes descriptions of 13 databases and 4 electronic services helpful to institutions serving youth in transition. (YLB)

CE 047 980 ED 288 966

Kop. Kathleen And Others
Dignity in the Workplace: A Labor Studies Curriculum Gude for Vocational Educators. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Ed-ucation (ED), Washington, DC. Pub Date—87 Grant—6008620030

Grant—G008620030
Note—149p.: For related documents, see ED 263
383 and CE 047 979-998.
Available from—National Center Publications, Box
SP, National Center for Research in Vocational
Education, 1960 Kenny Road, Columbus, OH
43210-1090 (Order No. SP100ACO1-518.50;
complete Connections set, SP100PR-S350.00).
Pub Type—Guides - Classroom - Teacher (052) —
Tests / Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

RIE MAY 1988

Descriptors—Apprenticeships, Career Education, 
\*Collective Bargaining, \*Community Services, 
Curriculum Guides, Fringe Benefits, Instructional 
Materials, \*Labor Relations, Learning Activities, 
Lifelong Learning, \*Political Attitudes, Secondary Education, Tests, Union Members, \*Unions, 
\*Vocational Education

This curriculum guide focuses on major concepts

ary Education, Tests, Union Members, "Unions, "Vocational Education
This curriculum guide focuses on major concepts in the history of labor unions in America as well as their current operations. The guide focuses primarily on vocational and technical secondary schools and comprehensive high schools with vocational programs but may be used by counselors, academic and nonacademic secondary school teachers, and postsecondary school instructors. An introduction discusses the importance of teaching labor studies. The section, "Overview of Labor Studies Curriculum Content," provides background reading for the classroom teacher and counselor. It presents the major topics that are most appropriate for inclusion in a labor studies curriculum. These extensive materials cover introduction to labor unions, who labor in America is, key concepts in collective bargaining, protecting workers" rights, partners in education and training, partners in public service: organized labor and community life, and labor's stand on key national issues. Topics in the next section, "Activities," parallel those listed above. Each of the 35 activities provides a brief purpose statement, preparatory steps, and a description of the activity. Priref quizzes with answer keys are provided for each unit. An appendix lists a number of resources for labor studies: print and nonprint materials, addresses of national and international unions, departments of the AFL-ClO, state central bodies, and a glossary. (YLB)

Merz, Harold E. Bhaerman, Robert D.
Dignity in the Workplace: A Student Guide to
Labor Unions, Connections, School and Work
Transitions. ED 288 967 Merz, Harold E. CE 047 981

Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87

Pub Date—87 Grant—G008620030

otto—129p; For related documents, see ED 263
383 and CE 047 979-998.
vailable from—National Center Publications, Box
SP, National Center for Research in Vocational
Education, 1960 Kenny Road, Columbus, OH
43210-1090 (Order No. SP100ACO2-87.75; computer Compensions set SP100ACO2-87.75;

plete Connections set, SP100PR-3350.00).
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

escriptors—Apprenticeships, Career Education,

\*Collective Bargaining, \*Community Services,

Pringe Benefits, Instructional Materials, \*Labor
Relations, Lifelong Learning, Occupational Information, \*Political Attitudes, Secondary Education, Tests, Union Members, \*Unions,

Relations, Lifelong Learning, Occupational Information, "Political Attitudes, Secondary Education, Tests, Union Members, "Unions, "Vocational Education
This student guide provides instructional materials for seven units in the area of labor studies. Unit topics are introduction to labor unions, who labor in America is, collective bargaining: democracy in the workplace, preserving workers' rights: safeguards in the system, partners in education and training, partners in public service: labor unions and the community, and labor's stand on key national issues. Each unit begins by listing goals for learning and tools for learning. Informative material is followed by a unit quiz. Fact sheets are then provided with information on unions and industries in these vocational areas agriculture and natural resources; business and professional services; communication and public utilities; construction; communication and public utilities; construction; consumer goods manufacturing; finance, real estate, and insurance; food retailing and restaurant; government; health services; hospitality and personal services; industrial goods manufacturing: transportation; and wholesale trade and nonfood retailing. These types of facts are provided: employers and worksite locations; job opportunities for vocational-technical graduates; trends (industry and the economy, wages, benefits and working conditions); opportunities for worker involvement, growth and skill development, and public service; and action steps. (YLB)

ED 288 968

CE 047 98

The Employer's Choice: Resource Manual. Connections. School and Work Transitions. CE 047 982 Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Vocational and Adult Ed-ucation (ED), Washington, DC.

Pub Date -87 -G008620030

ote-135p.; For related documents, see ED 263 383 and CE 047 979-998.

383 and CE 047 979-998.
Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Odd 43210-1090 (Order No. SP100BA01-\$25.50; complete Connections set, SP100PR-\$350.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Postage. PC Not Available fees EDRS.

able from EDRS.

able from EDRS.

Descriptors—Career Education, Classroom Techniques, \*Education Work Relationship, Employer Attitudes, \*Employment Potential, \*Instructional Materials, \*Job Sacrch Methods, \*Job Skills, Section 1988. ondary Education, Teaching Methods, Transpar-

This Resource Manual is one of the four compo-nents of "The Employer's Choice," a research-based, multimedia set of instructional materials to prepare students for job market success. ('The Emprepare students for job market success. (The Employer's Choice" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This resource manual contains an instructor's guide that provides strategies for implementing "The Employers of the contains an instructor's guide that provides strategies for implementing "The Employers of the contains of provides strategies for implementing "The Employer's Choice" materials and a set of black line masters for all consumable student materials. The instructor's guide describes the three components of "The Employer's Choice": "Friorities That Count," "The Job Search," and "On the Job." Information is provided on the purpose, outcomes, benefits, usis provided on the purpose, outcomes, benefits, users, background, focus, components, use, prepara-tion, distribution, outline, and teacher role for each of the modules. Suggestions for teaching each of the modules also are provided. Student handouts and worksheets are included for duplication/distribu-tion and teacher use. (KC) tion and teacher use. (KC)

ED 288 969 CE 047 983

Lankard, Bettina A. Miguel, Richard J.

The Employer's Choice: Priorities that Count.

Connections. School and Work Transitions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87

Grant—G008620300

Note—488. For related decumps of the Park Agent County Co

Note—48p.; For related documents, see ED 263 383 and CE 047 979-998.

383 and C.B. 047 979-598.
Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100B01-54-00; com-

plete Connections set, SP100PR-\$350.00).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Education, \*Dismissal (Perpescriptors—Career Education, \*Dismissal (Personnel), Education Work Relationship, \*Employer Attitudes, Employment Interviews, \*Employment Protential, \*Employment Proteitors, Job Applicants, Job Performance, Job Search Methods, \*Job Skills, Personnel Evaluation, Personnel Policy, Postsecondary Education, Secondary Education, Work Attitudes

This instructional packet, designed to help stu-

work Attitudes
This instructional packet, designed to help students as they prepare for the job search, is the first component of "The Employer's Choice," a research-based, multimedia set of instructional matesearch-based, multimedia set of instructional materials designed to prepare students for job market success. (The Employer's Choice" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This instructional package uses data from employer questionnaires to illustrate how employers are influenced to hire and retain workers. Through selected activities, students are now employers are immenced to nire and retain workers. Through selected activities, students are led to develop a realistic view of employer standards and to make plans for acquiring the skills employers want. There are seven chapters organized in three sections in this package. Each chapter contains an objective, overview, reference to worksheets, and

information sheets illustrated with line drawing The three sections cover the following topics: (1) What counts toward getting hired? (2) What leads to getting fired? and (3) How can you meet employers' standards? (KC)

ED 288 970 CE 047 984 ED 288 970

Laz, Margaretha Vreeburg Lankard, Bettina A.

The Employer's Choice: On the Job. Connections,
School and Work Transitions.

Ohio State Univ., Columbus. National Center for
Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87

Pub Date-87 Grant-G008620030

Note—110p.; For related documents, see ED 263 383 and CE 047 979-998.

Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100B02-57.25; com-

plete Connections set, SP100PR-\$350.00).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.
Descriptors—Career Change, Career Education,
Case Studies, Dismissal (Personnel), Education
Work Relationship, \*Employer Attitudes, Employment Interviews, \*Employment Potential,
Employment Problems, Evaluation, Job Applicants, Job Application, Job Satisfaction, \*Job
Search Methods, \*Job Skills, Personnel Policy,
Postsecondary, Education, Secondary, Education,

Search Methods, \*Job Skills, Personnel Policy, Postsecondary Education, Secondary Education, \*Work Attitudes, Work Environment
This instructional packet, designed to help students learn successful ways to find, keep, and leave jobs, is the third component of "The Employer's Choice" a research-based, multimedia set of instructional materials designed to prepare students for job market success. (The Employer's Choice" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to tness of significant work on education and employ-ment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This package uses a series of case studies to present the real-life situations and case studies to present the real-life situations and experiences young people encounter in getting a job, becoming an insider, training at the worksite, and leaving a job. The instructional materials are developed in 16 concepts organized in four sections. For each concept, information, case studies, questions, analysis of case studies, and activities are provided. The sections cover the following topics: (1) getting a job, (2) becoming an insider, (3) learning at the worksite, and (4) leaving a job. Appendixes contain guidelines for completing an application and for interviewing. (KC)

ED 288 971 CE 047 985

Lankard, Bettina A.

Work Skills: Resource Manual. Connections.

School and Work Transitions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Ed-ucation (ED), Washington, DC.

Pub Date—87 Grant—G008620030

Note—281p.; For related documents, see ED 263 383 and CE 047 979-998.

383 and CE 047 979-998.
Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CA01-329.95; complete Connections set, SP100PR-3350.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Postage, PC Not Available fees EDPS.

le from EDRS.

able from EDRS.
Descriptors—Career Education, Classroom Techniques, Educationally Disadvantaged, \*Education Work Relationship, \*Employment Proteins, Ismployment Practices, Instructional Materials, \*Job Search Methods, \*Job Skills, Learning Activities, Secondary Education, Teaching Methods, Transparencies, \*Vocational Maturity This resource manual is one of the components of "Work Skills," a set of competency-based instructional materials written for low-level readers that prepares attudents with snecific job search and job

prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of sig-nificant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and

employers in helping students in their school and work transitions.) This resource manual contains an instructor's guide that provides strategies for imple-menting the "Work Skills" materials and a set of ng the menting the "Work Skills" materials and a set of black line masters for all consumable student work-aheets. The Instructor's Guide describes the compo-nents of "Work Skills". Orientation to the World of Work, Job Search Skills and Work Maturity Skills. Information is provided on the purpose, outcomes, benefits, user, focus, components, use, preparation, distribution, outline, and teacher role for each of the components. Sussessions for teaching seek of the distribution, outline, and teacher role for each of the components. Suggestions for teaching each of the modules and supplementary activities are also pro-vided. Student handouts, worksheets, and evalua-tion checklists are included for duplication/distribution and teacher use. (KC)

ED 288 972 CE 047 986

Lankard, Bettina A.

Orientation to the World of Work, Work Skills.

Connections. School and Work Transitions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87

Grant—G008620030

Note—387. For related degree to the Pub Acc.

Grant—G008620030
Note—38p; For related documents, see ED 263
383 and CE 047 979-998.
Available from—National Center Publications, Box
SP, National Center for Research in Vocational
Education, 1960 Kenny Road, Columbus, OH
43210-1090 (Order No. SP100CB01-515.00;
complete Connections set, SP100PR-3350.00).
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MP01 Plus Postage, PC Not Available from EDPS.

able from EDRS.

able from EDRS.

Descriptors—\*Career Choice, \*Career Education,
\*Decision Making Skills, Educationally Disadvantaged, Education Work Relationship, \*Employment Practices, Job Search Methods, \*Job Skills, Learning Activities, Motivation, \*Needs Assessment, Occupational Information, Secondary Education
This instructional packet is one of the components of "Work Skills," a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and

that prepares students with specific job search and job keeping skills. ('Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This packet introduces students to the rationale and benefits associated with meaningful work and helps students analyze, plan, research, and decide why and how they will work. The four sections of the guide help students identify their needs and wants, learn about ways work can help them satisfy those needs and wants, match job facts to their personal and work goals, and make decisions about the career and job paths they will follow. Sections contain information, questions, activities, and short case studies to lead students through the career decision-making process. (KC)

ED 288 973

Lankard, Bettina A.

Prepare for the Job Search. Work Skills: Job Search Skills Competency 1.0. Connections. School and Work Transitions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

pons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87 Grant—G008620030

Grant—G008620030 Note—53p; For related documents, see ED 263 383 and CE 047 979-998. Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB02-515.00; complete Connections set, SP100PR-3350.00). Pub Type—Guides - Classroom - Learner (051) EDRS Price - MP01 Plus Postage. PC Not Avail-shels from EDRS.

able from EDRS.

able from EDRS.
Descriptors—"Career Choice, Career Education,
Competency Based Education, Decision Making
Skills, Educationally Disadvantaged, Education
Work Relationship, "Employment Potential, Employment Practices, Employment Qualifications,
Job Applicants, "Job Application, "Job Search
Methods, "Job Skills, Learning Activities, Learning Modules, Motivation, Needs Assessment,

\*Resumes (Personal), Secondary Education
This learning module is one of a series that teaches
the competencies of "Job Search Skills," part of the
"Work Skills" package-a set of competency-based
instructional materials written for low-level readers
that prepares students with specific job search and
job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of
significant work on education and employment and
presents a coordinated set of resources to assist
school administrators, counselors, teachers, and
employers in helping students in their school and
work transitions.) This competency booklet covers
three tasks needed to prepare for the job search:
choosing a job and preparing for employment, compiling information for applications and resumes, and
preparing the resume. Bach task is coordinated with
operational units, a performance objective, and a
step-by-step procedure for performing the task as
well as suggestions for evaluation. Bach operational
unit contains some or all of the following: a competency statement, a task statement, a unit title, a
performance objective, steps entailed in completing
the performance objective, and one or more information sheets. (KC)

CE 047 988 ED 288 974

Lankard, Bettina A. Search for Available Jobs, Work Skills: Job Search Skills Competency 2.0. Connections, School and Work Transitions.

Work Transitions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. Pub Date—87

Grant—G008620030

Note—38p.; For related documents, see ED 263 383 and CE 047 979-998.

383 and CE 047 979-998.
Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Old 43210-1090 (Order No. SP100CB03-\$15.00; complete Connections set, SP100PR-3350.00). Pub Type—Guides - Classroom - Learner (051) EDRS Price - MP01 Plus Postage, PC Not Available from EDPS.

able from EDRS.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Career Choice, Career Education, Competency Based Education, Decision Making Skills, Educationally Disadvantaged, Education Work Relationship, "Employment Potential, Employment Practices, "Employment Qualifications, Job Applicants, "Job Application, "Job Search Methods, "Job Skills, Learning Modules, Motivation, Needs Assessment, Secondary Education

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package—a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. (Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers three tasks needed to search for available jobs: identify potential employers, decide which employers to contact first, and follow job leads. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (KC)

ED 288 975 Lankard, Bettina A.
Apply for Jobs. Work Skills: Job Search Skills
Competency 3.0. Connections. School and Work
Transitions. CE 047 989

Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Vocational and Adult Ed-ucation (ED), Washington, DC.

Pub Date—87 Grant—G008620030

Note—24p.; For related documents, see ED 263 383 and CE 047 979-998. Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH

43210-1090 (Order No. SP100CB04-\$15.00; complete Connections set, SP100PR-\$350.00). Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.
Descriptors—Career Choice, Career Education, Competency Based Education, Decision Making Skills, Educationally Disadvantaged, Education Work Relationship, "Employment Potential, Employment Practices, Employment Qualifications, Job Applicants, "Job Application, "Job Search Methods, "Job Skills, Learning Activities, Learning Modules, Secondary Education
This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package—a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills, ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist achool administrators, counselors, teachers, and employers in helping students in their school and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers two tasks needed to apply for jobs. filling out applications and presenting the application. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task, as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performace objective, and one or more information sheets. (KC)

Lankard, Bettina A. Interview for Jobs. Work Skills: Job Search Skills Competency 3.0. Connections. School and Work Tra

o State Univ., Columbus. National Center for Onto State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87

Grant—G008620030

Grant—G008620030

Note—50p; For related documents, see ED 263
383 and CE 047 979-998.
Available from—National Center Publications, Box
SP, National Center for Research in Vocational
Education, 1960 Kenny Road, Columbus, OH
43210-1090 (Order No. SP100CB05-515.00;
complete Connections set, SP100PR-3350.00).
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Avaliable from EDRS.

Descriptors—Career Choice, Career Education, Competency Based Education, Educationally Disadvantaged, Education Work Relationship, "Employment Interviews, "Employment Potential, Employment Practices, "Employment Qualifications," Job Applicants, Job Application, "Job Search Methods, "Job Skills, Learning Activities, Learning Modules, Secondary Education This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package—a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on eduation and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers three tasks needed to interview for jobs: preparing for the interview, handling the interview, and following up on the interview. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task, as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement. a task statement. a unit title. a step-oy-step procedure for personning the task, as well as suggestions for evaluation. Each operational unit contains some or all of the following: a compe-tency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more infor-mation sheets. (KC)

CE 047 991

Lankard, Bettina A.

Handle Job Offers, Work Skills: Job Search Skills
Competency 5.0, Connections, School and Work
Transitions. Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Vocational and Adult Ed-ucation (ED), Washington, DC. Pub Date—87 Grant—G008620030

Note-24p.; For related documents, see ED 263 383 and CE 047 979-998.

383 and CE 047 979-998.
vivaliable from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB06-515.00; complete Connections set, SP100PR-3350.00). Ub Type—Guides - Classroom - Learner (051) CDRS Price - MF91 Plus Postage, PC Not Available.

Pub Type—Guides - Classroom - Learner (051)
EDRS Pice - MF01 Pius Postage. PC Not Avallable from EDRS.

Descriptors—"Career Choice, Career Education, Competency Based Education, Decision Making Skills, Educationally Disadvantaged, Education Work Relationship, Employment Interviews, Employment Potential, Employment Practices, Employment Qualifications, Job Applicants, Job Applicants, Job Applicants, Job Applicants, Job Applicants, Carning Modules, Occupational Information, Secondary Education
This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package—a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and school administrators, counseiors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers two tasks needed to handle job offers: finding out information about the job and company, and negoti-ating for the job. Each task is coordinated with operating for the job. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task, as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (KC)

CE 047 992

ED 258 7/8
Lankard, Bettina A.
Present a Positive Image, Work Skills: Work
Maturity Skills Competency I.O. Connections,
School and Work Transitions.
Ohio State Univ., Columbus. National Center for

omo State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Vocational and Adult Ed-ucation (ED), Washington, DC. Pub Date—87 Grant—G008620030 Note—50.

Note-50p.; For related documents, see ED 263 383 and CE 047 979-998.

383 and CE 047 979-998.

Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB07-\$15.00; complete Connections set, SP100PR-\$350.00). Pub Type—Guides - Classroom - Learner (051) EDRS Price - MP01 Plus Postage, PC Not Available feet EDRS.

able from EDRS.

able from EDRS.
Descriptors—Career Choice, Career Education, Competency Based Education, Education Work Relationship, Employment Potential, 'Hygiene, Individualized Instruction, Job Skills, Learning Modules, Secondary Education, 'Self Care Skills, Self Esteem, Skill Development, 'Vocational Adjustment, 'Vocational Maturity
This learning module is one of a series that teaches the competencies of 'Job Search Skills,' part of the 'Work Skilla' package-a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and

work Skins package-a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. (Work Skills "is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: following good grooming practices (maintaining cleanliness and practicing dental hygiene), practicing good health habits (following good nutritional and diet principles and following habits that promote physical fitness), dressing appropriately for the job (selecting appropriate work clothing and keeping clothing in good condition), and exhibiting self-confidence (identifying personal strengths and using positive

body language). Each operational unit contains some or all of the following: a competency state-ment, a task statement, a unit title, a performance objective, steps entailed in completing the perforobjective, steps entailed in completing the period mance objective, and one or more information sheets. An overview of the Work Maturity Skills training program is also included. Topics covered in the overview include the importance of work maturity skills, the competencies required for work matu-rity, and the individualized and competency-based approaches to instruction. (MN)

CE 047 993

ED 288 979 CE 047 993

Lankard, Bettina A.

Exhibit Positive Work Attitudes. Work Skills:
Work Maturity Skills Competency 2.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87

Pub Date-

-87 -G008620030

Note-31p.; For related documents, see ED 263 383 and CE 047 979-998.

383 and CE 047 979-998.
Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB08-515.00; complete Connections set, SP100PR-5350.00).
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage, PC Not Avail-

able from EDRS.

Descriptors—Career Choice, Career Education, Competency Based Education, Creativity, Education Work Relationship, Employee Attitudes, Employment Potential, Individualized Instruction, \*Interpersonal Competence, Job Skills, Learning Modules, Motivation, Secondary Education, Skill Development, \*Vocational Adjustment, \*Vocational Maturity, \*Work Attitudes This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package—a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and

instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ('Work Skills' is part of the "Connections' package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and work transitions.) The following tasks are covered in a series of operational units, using basic social. work transitions. The original units: using basic social skills (assuming positive behavior and exhibiting interest in others), being creative and willing to learn identifying creative potential in oneself and others and seeking new ideas and ways of doing things), and taking pride in work (developing a sense of contribution shout one's own work and being particular about finished products). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

CE 047 994

Lankard, Bettina A.

Practice Good Work Habits, Work Skills: Work Maturity Skills Competency 3.0. Connections.

School and Work Transitions.

School and Work Transitions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008620030
Note—39p.; For related documents, see ED 263
383 and CE 047 979-998.
Available from—National Center Publications, Box
SP, National Center for Research in Vocational
Education, 1960 Kenny Road, Columbus, OH
43210-1090 (Order No. SP100CB9-\$15.00;
complete Connections set, SP100PR-\$350.00).
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage, PC Not Avaliable from EDRS.
Descriptors—Career Choice, Career Education,
Competency Based Education, Education Work
Relationship, Employment Potential, First Aid,
Individualized Instruction, \*Job Performance, Job
Skills, Learning Modules, Safety, Secondary Education, Skill Development, \*Vocational Adjustment, \*Vocational Maturity, \*Work Attitudes
This learning module is one of a series that teaches

the competencies of "Job Search Skills," part of the "Work Skills" package-a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ('Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered work transitions.) The following tasks are covered in a series of operational units: maintaining regular attendance (being punctual and dependable), being thorough and diligent (completing tasks willingly and on time, being persistent and persevering, and maintaining professional knowledge), and following safety practices (identifying and following general safety rules, operating equipment safety, and identifying and demonstrating first aid techniques). Each operational unit contains some or all of the following sense a competency statement, a task statement. ing: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

ED 288 981 CE 047 995

Lankard, Bettina A.

Practice Ethical Behavior. Work Skills: Work
Maturity Skills Competency 4.0. Connections.
School and Work Transitions.

Ohio State Univ., Columbus. National Center for
Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87 Grant—G008620030

Note—35p.; For related documents, see ED 263 383 and CE 047 979-998.

383 and CE 047 979-998.

Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB10-315.00; complete Connections set, SP100PR-3350.00). Pub Type—Guides - Classroom - Learner (051) EDRS Price - MP01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—Behavior Standards, Career Choice, Career Education, Competency Based Education, Confidentiality, Conflict Resolution, Education Work Relationship, Employee Responsibility, Employment Potential, Ethics, Individualized Instruction, Integrity, Job Skills, Learning Mod-ules, Secondary Education, Skill Development, \*Vocational Adjustment, \*Vocational Maturity, Work Attitudes Work Attitudes

Work Attitudes
This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package—a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. (Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: exercising integrity and good judgment (maintaining confidentiality and in a series of operational units: exercising integrity and good judgment (maintaining confidentiality and loyalty and demonstrating honesty), respecting property (caring for the building and for the equipment and furniture), and following company rules (following company policies and procedures and negotiating to resolve conflicts). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more info tion sheets. (MN)

ED 288 982 Lankard, Bettina A. CE 047 996

nicate Effectively. Work Skills: Work Ma-Communicate Executery, work Skills: Work Ma-turity Skills Competency 5.0, Connections. School and Work Transitions. Ohio State Univ., Columbus. National Center for Research in Vocational Education. Spons Agency—Office of Vocational and Adult Ed-ucation (ED), Washington, DC.

Pub Date

Grant-G008620030

Orant—Guosecuous
Note—43p; For related documents, see ED 263
383 and CE 047 979-998.
Available from—National Center Publications, Box
SP, National Center for Research in Vocational
Education, 1960 Kenny Road, Columbus, OH

43210-1090 (Order No. SP100CB11-\$15.00; complete Connections set, SP100PR-\$350.00). Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

EDRS Price - MPOI Plus Postage, PC Not Available from EDRS.
Descriptors—Body Language, Career Choice, Career Education, "Communication Skills, Competency Based Education, Education Work Relationship, Employment Potential, Individualized Instruction, Job Skills, Learning Modules, Listening Skills, "Nonverbal Communication, Secondary Education, Skill Development, Verbal Communication, "Vocational Adjustment, "Vocational Maturity, Writing Skills
This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package—a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Comections" package, which represents a synthesis of

inhibition in the property of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist achool administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: demonstrating spoken communication skills (using proper language and proper speaking techniques and relating information and messages correctly), demonstrating written communication skills (stating information in clearly, concisely, and correctly and conveying accurate and complete information), demonstrating accurate and complete information), demonstrating good listening habits (exhibiting the qualities of a good listener and following verbal instructions). Each operational unit contains some or all of the following: a competency statement, a task structors). Each operational unit contains some of all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objec-tive, and one or more information sheets. (MN)

ED 288 963

Lankard. Bettina A.

Accept Responsibility. Work Skills: Work Maturity Skills Competency 6.0. Connections. School and Work Transitions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87

Pub Date—87 Grant—G008620030

ote—43p.; For related documents, see ED 263 383 and CE 047 979-998.

383 and CE 047 979-998.
Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB12-\$15.00; complete Connections set, SP100PR-\$350.00). Pub Type—Guides - Classroom - Learner (051) EDRS Price - MP01 Plus Postage. PC Not Available from EDPS

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Choice, Career Education, Competency Based Education, Education Work Relationship, "Employee Responsibility, Employment Potential, Pamily Life, Individualized Instruction, Job Performance, Job Skills, Learning Modules, Money Management, Motivation, "Problem Solving, Secondary Education, Skill Development, "Vocational Adjustment, "Vocational Adjustment, "Vocational Adjustment," tional Maturity

Development, "Vocational Adjustment, "Vocational Maturity
This learning module is one of a series that teaches
the competencies of "Job Search Skills," part of the
"Work Skills" package-a set of competency-based
instructional materials written for low-level readers
that prepares students with specific job search and
job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of
significant work on education and employment and
presents a coordinated set of resources to assist
school administrators, counselors, teachers, and
employers in helping students in their school and
work transitions.) The following tasks are covered
in a series of operational units using initiative (accepting responsibilities on the job and being willing
to perform one's scope of work), using probelm-solving techniques (analyzing a problem, identifying and choosing among alternatives, and
devising a plan of action), and managing personal
responsibilities (managing responsibilities of family
living and personal finance). Each operationals unit
contains some or all of the following: a competency
statement, a task statement, a unit title, a performance objective, steps entailed in completing the
RIE MAY 1988

performance objective, and one or more informa-tion sheets. (MN)

ED 288 984 CE 047 998

Lankard, Bettina A.

Cooperate with Others. Work Skills: Work Matsrity Skills Competency 7.0. Connections. School and Work Transitions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87 Grant—G008620030

ote—24p.; For related documents, see ED 263 383 and CE 047 979-997.

383 and CE 047 979-997.

Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB13-515.00; complete Connections set, SP100PR-\$350.00). Pub Type—Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Peccipitors—Carper, Choice, Carper, Education

able from EDRS.
Descriptors—Career Choice, Career Education, Competency Based Education, Conflict Resolution, \*Cooperation, Coping, Education Work Relationship, Employer Employee Relationship, Employment Potential, Individualized Instruction, Interpersonal Competence, Interpersonal Relationship, Job Skills, Learning Modules, Secondary Education, Skill Development, \*Teamwork, \*Vocational Adjustment, \*Vocational Materials\*

work, "Vocational ratifications," Maturity
This learning module is one of a series that teaches
the competencies of "Job Search Skills," part of the
"Work Skills" package-a set of competency-based
instructional materials written for low-level readers work sams package—a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. (Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: working as a member of a team (communicating freely with coworkers and supervisors and dealing with job frustrations) and working under supervision (identifying and working within the organizational structure and coping with conflict). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit tille, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

ED 288 985 CE 048 001 ED 288 985

Liming, Roxi A. Warmbrod, Catharine A.

OPTIONS. Expanding Educational Services for Adults. The Educator's Guide.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87
Grant—G008620030
Note—54p.; For related documents, see CE 048 Note-54 002-008

-National Center Publications, Box Available from—National Center Fubrications, Bus. SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500A-55.25; complete OPTIONS set, SP500-\$174.00).
Pub Type—Guides—Classroom—Teacher (052) EDRS Price—MP01 Plus Postage. PC Not Available.

Pub Type—Guides - Classroom - Teacher (1922)
EDRS Price - MF01 Flus Postage, PC Not Available from EDRS.

Descriptors—\*Adult Education, \*Adult Programs, 
"Career Change, Career Guidance, Curriculum Development, Demography, Educational Needs, 
Entrepreneurship, "Futures (of Society), Job 
Training, Literacy Education, Postsecondary Education, \*Program Content, Program Development, 
\*Retraining, Special Programs, 
Technological Advancement 
This guide is intended to acquaint postsecondary-level administrators, instructors, and counselors 
with the background, philosophy, components, 
structure, and use of the OPTIONS program. The 
first section discusses recent and likely demographic changes that will affect postsecondary education and the work force. It explains the role of the 
OPTIONS program as a way of preparing workers 
for rewarding employment in a labor market subject 
to rapid, unpredictable changes caused by rapid

technological advancement. Linking with employers and developing a curriculum in response to
change are examined next. Adult career guidance,
entrepreneurship education, and literacy enhancement for adults are covered in a section on special
services for adult learners. Case studies of programs
serving adults and guidelines for using OPTIONS
are provided. A 6-page list of documents that have
served as source materials in the development of the
OPTIONS program are included along with a
17-page list of related readings dealing with linking
with employers, developing curricula, and providing
special services to adult learners. (MN)

CE 048 002 THONS, Publicity Kit. hio State Univ. ED 288 986

140NS, Fublicity Kit.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008620030

Note-104p.; For related documents, see CE 048 001-008.

001-008. Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500C-329.95; complete OPTIONS set, SP500-5174.00). Pub Type—Guides - Non-Classroom (055) EDRS Price - MP01 Plus Postage. PC Not Available for STDS.

able from EDRS

able from EDRS.

Descriptors—"Sdult Education, Adult Programs, Career Change, Educational Needs, "Entrepreneurship, Futures (of Society), Job Skills, Job Training, "Literacy Education, Postsecondary Education, "Publicity," Retraining, "Student Recruitment, Technical Education, Technological

Education, "Publicity, "Retraining, "Student Recruitment, Technical Education, Technological Advancement
This publicity kit is intended to provide adult educators with materials for promoting and recruiting students into an adult education program designed according to the OPTIONS model (i.e., programs geared toward teaching the literacy, technical, and entrepreneurship skills that are necessary to adapt to changing labor market conditions resulting from technological advancement). Materials are provided for conducting three different campaigns. The first two sets of materials offer two approaches to promoting and publicizing a literacy program. The first approach is geared toward enhancing community awareness of the program's role in tackling the literacy problem, whereas the second is geared toward informing local employers of the liliteracy problem, how it affects them, and how the literacy proplem, and help. Two publicity campaigns for promoting an entrepreneurship education program are provided. The first centers around the concept "mind your own business, on your own future." The third group of materials offers to approaches to enhancing institutional awareness of a program. One promotes program services to employers, and the other recruits clients. Copy for a public service announcement and black-line masters for a poster, fliers, stationary, a large ad, descending sizes of slogans for various promotional materials and items, bumper stickers, bus and taxi cards, ads, and pads and tear-off cards are provided for each of the six approaches. (MN)

ED 288 987

Kalamas, David J. Warmbrod, Catharine A.
Linking with Employers. OPTIONS. Expanding
Educational Services for Adults.
Ohio State Univ., Columbus. National Center for
Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008520030
Note—239n.: For related documents of the Columbration of the Columbrat

Note—239p.; For related documents, see CE 048 001-008.

001-008.

Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP\$00D-339.95; complete OPTIONS set, SP\$00-\$174.00).

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MP01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Adult Programs, Apprenticeships, Community Colleges, Cooperative Planning, \*Cooperative Programs, Economic

Development, Job Skills, Job Training, \*Labor Education, \*Linking Agents, Postsecondary Education, \*Retraining, \*School Business Relationship, Skill Development, Technical Education, Technological Advancement, Two Year Colleges, \*Vinions.

Technological Advancement, Two Year Colleges, "Unions Identifiers—"Contract Training This guide is intended to help two-year colleges create viable linkages with business, industry, and labor and design and offer training programs for and in cooperation with business and labor. The first part covers the following aspects of linkages business and industry perspectives of linkages and cooperative programming, organized labor perspectives (organized labor and America's productivity, organized labor education and training, tuition aid programs as negotiated benefits for worker's education, the role of community colleges in labor education and training programs), and two-year colleges and economic development (economic development, investment in human resources, perspectives from five leaders concerned with economic development, practical advice for community colleges, suggested economic development activities, and needs assessment for economic development). The second part examines becoming an effective linker (skills and correct attitudes for linkers, self-assessment and self-development strategies), developing a linkage plan, and establishing linkages (daministrative support, promotional materials, and linkage dos and don'ts). The third part presents guidelines and strategies for providing cuslinkages (administrative support, promotional materials, and linkage dos and don'ts). The third part presents guidelines and strategies for providing customized training, apprenticeship programs, and coperative education and for dealing with barriers to linkages with business and industry and with organized labor. (MN)

CE 048 004

Samuelson, Judith A. And Others
Developing a Carriculum in Response to Change.
OPTIONS, Expanding Educational Services for

Annus.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87

Grant—G008620030

Note-218p.; For related documents, see CE 048

Available from-National Center Publications, Box Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500E-339.95; com-plete OPTIONS set, SP500-3174.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Avail-

piete OffiloNS set, SF200-3174.00).
Pub Type— Guidea - Clasaroum - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Adult Education, \*Adult Programs, Career Change, \*Curriculum Development, Educational Needs, Educational Pobjectives, Futures (of Society), Job Skills, Job Training, Needs Assessment, Postsecondary Education, Program Content, \*Program Development, Program Evaluation, Resources, Retraining, Robotics, \*Technical Education, \*Technological Advancement Identifiers—Computer Assisted Design, Computer Assisted Manufacturing
This guide is intended to assist adult educators in designing and adapting curricula to conform to technological changes in the workplace and to meet the learning needs of adults. The first part deals with the changing workplace and its effect on post-secondary education and with developing programs that respond to change (responses to technological change, strategies for identifying energing skills, and steps for creating successful high-technology programs). The second part consists of six chapters that detail the following stages in the curriculum development process: assessing needs (assessing business, industry, labor, program, and staff development needs), defining objectives (using information to define needs and goals and establishing priorities), identifying resources (information resources for vocational-technical education and small group techniques for gathering information), developing curriculum (curriculum development), implementing a curriculum (planning, overcoming resistance, and updating teacher skills), and monitoring and evaluating implementation (developing an evaluation system). Appendixes include descriptions of exemplary high-technology programs and curriculum guidelines and specifications for comtions of exemplary high-technology programs and curriculum guidelines and specifications for computer-assisted design, computer-assisted manufacturing, and robotics programs. (MN)

CE 048 005 ED 288 989 ED 288 969

Relcher, James O. Warmbrod, Catharine P.

Adult Career Guidance. OPTIONS. Expanding
Educational Services for Adults.

Ohio State Univ., Columbus. National Center for
Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87

Pub Date—87 Grant—G008620030

Note-134p.; For related documents, see CE 048

Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500FA-\$12.95; com-

plete OPTIONS set, SP500-\$174.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adult Counseling, Adult Education,
\*Ancillary School Services, Career Counseling,
\*Career Guidance, \*Disabilities, \*Dislocated
Workers, \*Displaced Homemakers, Employment
Potential, Multicultural Education, Older Adults,
Postsecondary Education, Program Development,
Program Implementation, Student Needs
This monograph is part of OPTIONS, a packaged
set of materials developed to provide postsecondary
administrators, program planners, curriculum developers, counselors, and instructors with up-todate, reliable information. This volume and twother monographs are intended to enable counselors
and instructors to establish and conduct special services to meet the learning and career needs of adult
populations. The publication prepares counselors to
provide intake, assessment, employability skill development, and career guidance to multicultural,
handicapped, and older adults, as well as dislocated
workers and women reentering the work force. The
eight chapters present a succinct, practical, acworkers and women reentering the work force. The eight chapters present a succinct, practical, action-oriented synthesis of research and development material that addresses the issue of providing special services to various populations of adult learners. Topics are implementing adult intake and assessment, providing employability skills for adults, providing career guidance for multicultural adults, providing career guidance for older adults, providing support services for handicapped adult learners, planning dislocated worker programs, providing vocational counseling for the dislocated farmer, and providing vocational counseling for the dislocated homemaker and reentry woman. Each chapter shows how the basic theories and strategies may be adapted to respond to the particular needs may be adapted to respond to the particular needs of the adult population. (YLB)

CE 048 006 ED 288 990

ED 288 990 CE 048 006

Belcher, James O. Warmbrod, Catharine P.

Literacy Enhancement for Adults. OPTIONS.

Expanding Educational Services for Adults.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—87

Pub Date—87 Grant—G008620030 Note—71p.; For related documents, see CE 048

Available from -National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500FB-99.50; com-plete OPTIONS set, SP500-\$174.00).

Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MPUI russ Forange. To true Arable from EDRS.

Descriptors—Adult Education, \*Adult Literacy, Basic Skills, Bilingual Education, \*English (Second Language), Guidelines, Illiteracy, \*Literacy Education, Media Selection, Models, Postacondary Education, Program Development, \*Program Implementation, Remedial Instruction, Vocational Education, \*Vocational English (Second

tional Education, "Vocational Engine (Sectional Language)
This monograph is part of OPTIONS, a packaged
act of materials developed to provide postsecondary
administrators, program planners, curriculum developers, counselors, and instructors with up-todate, reliable information. This volume and two
other monographs are intended to enable counselors
and instructors to establish and conduct special services to meet the learning and career needs of adult

populations. This publication provides the literacy enhancement program planner with the demographic information, program development considerations, and remediation strategies needed to implement a successful program. Part I discusses the characteristics of illiterate speakers of English. An examination of employers' literacy competencies required for entry-level employment and for career advancement. Guidelines for assessing the basic skills of literacy program clients are presented along advancement. Outcomes or assessing ne cases: skills of literacy program clients are presented along with criteria for selecting instructional materials most appropriate to the needs of the program's cli-ents. Two models for the development of a literacy enhancement program are outlined. Part II con-siders planning and implementing programs of liter-acy instruction for nonnative speakers of English in acy instruction for nonnature speakers or raginar in a vocational context. Brief descriptions of various types of English-as-a-second-language (ESL) pro-grams and a model for vocational ESL delivery are given. Part II then presents an overview of the latest and most successful strategies being used in voca-tional adventises. (VLP) tional education. (YLB)

ED 288 991

Belcher, James O. Warmbrod, Catharine P.

Entrepreneurship Education. OPTIONS, Expanding Educational Services for Adults.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date.—87 CE 048 007

Pub Date-

Pub Date—87 Grant—G008620030 Note—75p.; For related documents, see CE 048

001-008.

Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500PC-59.50; complete OPTIONS set, SP500-5174.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.
Descriptors—Adult Education, Business Administration, \*Business Education, \*Entrepreneurship, Postsecondary Education, Program Development, \*Program Implementation, Resources, \*Small Businesses

ment, \*Program Implementation, Resources, \*Small Businesses
This monograph is part of OPTIONS, a packaged set of materials developed to provide postsecondary administrators, program planners, curriculum developers, counselors, and instructors with up-to-date, reliable information. This volume and two other monographs are intended to enable counselors and instructors to establish and conduct special services to meet the learning and career needs of adult programs. The publication provides models for planning and implementing an entrepreneurable education program for adults. Chapter 1 offers an insight into entrepreneurship. It discusses skills necessary to be a successful entrepreneur, characteristics of entrepreneurs, and need for entrepreneurship education. Chapter 2 considers the program planning factors specific to entrepreneurship education as follows: statement of needs for program, goals and objectives, support services and facilities, budgeting, funding, schedule or work plan, advisory committee, marketing/recruiting, and evaluation. Chapter 3 lists curriculum resources and organizations that will assist the program developer. evaluation. Chapter 3 lists curriculum resources and organizations that will assist the program developer in planning and implementing an entrepreneurship program. Appendix A is a sample evaluation instrument. Appendixes B-E list additional resources intended to assist the small business owner: resources available for small business owners. Small Business Administration regional offices, small business institute programs by city and state, and small business development centers. (YLB)

CE 048 008 ED 288 992

Warmbrod, Catharine P. Liming, Roxi A.
Case Studies of Programs Serving Adults. OPTIONS. Expanding Educational Services for

Adults.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date 87
Grant—G008620030
Note—236p.; For related documents, see CE 048

Available from—National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH

43210-1090 (Order No. SP500G-\$39.95; complete OPTIONS set, SP500-\$174.00). Pub Type— Reports - Descriptive (141) EDRS Price - MP01 Plus Postage, PC Not Avail-

plete OPTIONS set, SP500-\$174.00).
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage, PC Not Available frem EDRS.
Descriptors—"Adult Education, "Adult Programs, Apprenticeships, Basic Skills, Case Studies, "Cooperative Programs, Disabilities, Dislocated Workers, Economic Development, "Educational Cooperation, "Educational Improvement, Industry, "Labor Education, Literacy Education, Post-secondary Education, Program Descriptions, Retraining, School Business Relationship, Small Businesses, Technological Advancement, Unions This book is part of OPTIONS, a packaged set of materials developed to provide postsecondary administrators, program planners, curriculum developers, counselors, and instructors with up-to-date, reliable information. This publication describes 61 exemplary practices and programs that have successfully improved or expanded educational services for daults. Part I, Case Studies of Services for Employers and Their Workers, focuses upon customized training and retraining programs for Organized Labor, describes the collaborative efforts between postsecondary institutions and organized labor to provide education and training programs to workers, including education funds of labor unions, retraining programs for displaced workers, and apprenticeship training programs, cooperative education, and faculty return-to-industry programs. Collaborative arrangements and employment and field experiences are examined. Part IV, Case Studies of Special Services and Programs for Adults, focuses on postsecondary institutions' responses to students with special needs, including dislocated workers and disabled persons. Case studies provide brief descriptions of the programs, program operation, funding and staffing patterns, reasons for initiation, and linkages. (YLB)

The Future of Work, Curriculum Development Project, Flual Report. Center for New Work of Flint, MI. Spons Agency—Michigan State Dept. of Education, Lansing.

tion, Lansing. Pub Date—Aug 87

Pub Date—Aug 87
Note—S2p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—\*Career Change, \*Career Education,
\*Curriculum Development, Demand Occupations, Dislocated Workers, Educational Radio,
Occupations, Dislocated Workers, Educational Radio, nons, Dissocated Workers, Educational Radio, Emerging Occupations, Entrepreneurship, \*Fu-tures (of Society), \*Labor Market, Multimedia In-struction, \*Occupational Mobility, Postsecondary Education, Secondary Education, Technological Advancement, Videotape Recordings, Work-

\*Center for New Work of Flint MI,

ahops
Identifiers—"Center for New Work of Flint MI,
Michigan (Flint)
The Future of Work project grew out of an essay
of the same title by Frithjof Bergmann, a philosophy
professor at the University of Michigan. In spring
1983, Professor Bergmann and a colleague, Richard
Gull, founded the Center for New Work of Flint in
Michigan, where the problems besieging the U.S.
auto industry were focusing attention on the
changes in the U.S. labor market that would likely
occur in the future. A videotape series on the future
of work was begun in fall 1983, and in 1984 a series
of workshops was developed to examine new forms
of part-time entrepreneurship and alternative ways
of organizing work. These lectures were given locally, statewide, nationally, and internationally. The
Center for New Work of Flint sponsored a biweekly
radio series entitled "New Work" that featured discussions of diverse aspects of work by labor leaders,
workers, politicisms, educators, academicians, and
others. Some 40 programs have been produced. In
addition, the Center successfully piloted a curriculum entitled "The Puture of Work" during the
1986-1987 school year in the Flint Public Schools.
The curriculum plan featured print learning modules, videotapes, and teacher inservice programs.
Plans have been developed to improve the programs
and disseminate them to a wider audience during
the 1987-88 academic year. (MN)

CE 048 493

ED 288 994 Baran, Nancy H., Ed. Your Travel Dollar. Money Management. Household International, Prospect Heights, IL. Money Management Inst. -87

Pub Date—87

Note—35p.

Available from—Money Management Institute,
Household Financial Services, 2700 Sanders
Road, Prospect Heights, IL 60070 (\$1.00; 10%
discount on orders over \$100).
Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MPDI/PCO2 Plus Postage.
Descriptors—Adults, Budgeting, Camping, Consumer Education, \*Hotels, \*Money Management, \*Planning, Problem Solving, \*Tourism, \*Transportation, \*Travel
Identifiers—Canada, Europe, United States
This illustrated suide was designed to femiliarise.

ranning, "Travele Surving, "Journest," Transportation, "Travel Identifiers—Canada, Europe, United States
This illustrated guide was designed to familiarize consumers with planning a vacation trip, whether domestic or abroad. The guide covers setting up a budget; package tours; cruises and charter flights; travel agencies and clubs; and arranging stays in hotels/motels, rental condominiums, bed-and-breakfasts, hostels, campaites, and private residences. The booklet also considers resort timesharing and gives pointers on travel by plane, train, bus and car, as well as by rental car and recreational vehicle. Travel insurance, handling money, packing tips, and handling complaints are additional topics. Finally, a step-by-step guide to traveling abroad is provided. Lists of resources complete the easy-to-read booklet, which was developed by money-management specialists and written in consultation with travel professionals in business and government. (KC) government. (KC)

ED 288 995 CE 048 662 Missouri Industrial Technology Education Guide.
Missouri Univ., Columbia. Dept. of Practical Arts
and Vocational-Technical Education.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Div. of Vocational and Adult Education.

Pub Date—87
Note—320p.
Available from—Instructional Materials Laboratory, 908 Woodson Way, University of Missouri-Columbia, Columbia, MO 65211.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Ples Postage.
Descriptors—Classroom Techniques, Ethics, \*Industrial Arts, \*Industrial Education, Industry, Professional Development, Program Administration, \*Program Guides, \*Program Implementation, Program Guides, \*Program Implementation, Records (Forms), Secondary Education, State Standards, \*Statewide Planning, Student Evaluation, Student Organizations, Teacher Certification, Teacher Evaluation, Teacher Evaluation, Teacher Evaluation, Teacher Methods, Technical Education, Teachological Literacy, Technology

Improvement, Teacher Responsibility, Teaching Methods, Technical Education, Technological Literacy, Technology Identifiers—"Missour This guide is intended to serve as Missouri's primary resource for planning, implementing, and evaluating industrial technology/industrial arts education. The following topics are covered: selecting a direction for industrial technology education (ITE) (its underlying philosophy, mission, goals); planning an ITE program (recommended scope and sequence for ITE, recommended courses for ITE, revision or updating of existing programs, steps in starting a new program, procedures for documenting the curriculum); implementing an ITE program (following current trends in ITE, updating existing facilities, planning new facilities, equipping an ITE program, maintaining laboratory equipment, implementing a safety program, informing key constituents); teaching ITE (planning instruction, selecting instructional materials, meeting individual and special needs, providing for equity, incorporating student organization activities, teaching employability skills); organizing and managing an ITE program (gaining access to key resource personnel, using advisory committees, organizing and managing an ITE (evaluating ITE) (evaluating program, student, and teacher performance); meeting professional responsibilities (ethics, pre- and inservice education, professional involvement); and using resources (the Missouri Industrial Technology Education Standards, the Missouri ITE Guide, recommended competencies for core courses). (MN) petencies for core courses). (MN)

ED 288 996 CE 048 929 Klein-Konz, Ann Todd-Mancillas, William
A Review & Critique of Trainee-Oriented Training

Pub Date-Nov 87

Pub Date—Nov 87

Note—32p.; Paper presented at the Annual Meeting of the Speech Communication Association (Boston, MA, November 4-7, 1987).
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Mell Education, "Behavior Change, "Corporate Education, "Employee Attitudes, Employee Responsibility, Employer Employee Relationship, "Industrial Training, "Models, "Organizational Change, Participative Decision Making

ganizational Change, Participative Decision Making
This paper reviews literature on trainee-oriented training programs, which assign to individual employees predominant responsibility for diagnosing organizational problems requiring changes in employees' behaviors. A Self-Change, Adaption, and Modification (SCAM) Model is developed. The literature support for the model is written in similar fashion to Todd-Mancillas and Kibler's (1975) change model from which the SCAM Model is derived. Instead of presenting the literature review in standard essay format, it is presented in logical, sequential segments, each supporting one of the SCAM training steps. The literature support for SCAM training steps follows this format: name of element, purpose of the element, and a list of literature support citations for that step. The steps are problem identification, behavioral assessment, analysis of behavioral discrepancy, steps to ideal status (action planning), measurement of results, recommendations for change, and post assessment. The final section recommends improvement of the trainee-oriented training program literature by upgrading the quality of research undertaken and published and providing more detailed explanations of how to implement SCAM programs. A reference list is attached. (YLB)

CE 048 962 Women and Employment. A Missouri Profile. Summary Handbook.

Institute of Applied Research, St. Louis, MO.
Spons Agency—Missouri State Council on Women's Economic Development and Training, Jefferson City.

Pub Date—Jun 87 Contract—700839

Contract—700839
Note—44p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, Demography,
Educational Needs, Educational Opportunities,
"Employed Women, Employment Level, "Employment Patterns, Employment Process," Semployment Protens, Employment Programs, Employment Programs, Employment Protens, Employment Programs, Employment Progr

A study examined the barriers that Missouri women encounter when trying to gain access to better-paying jobs; trends in women's employment status in the state; and the services that women receive from the state's existing employment, training, and supportive services. A total of 2,104 women were supportive services. A total of 2,104 whilen were contacted through a random statewide household telephone survey of women who are working or have worked and questionnaires that were mailed to women in employment, training, and vocational programs across the state; in addition, 230 interviews were conducted in face-to-face or small group. views were conducted in face-to-face or small group situations. More than one in four respondents re-ported serious problems in finding out about job openings, nearly one in five reported employment barriers arising from family responsibilities (espe-cially problems in obtaining suitable child care), nearly one in five reported serious problems asso-tated with a lack of education and/or work experiated with a lack of education and/or work experience, and nearly one in eight reported problems related to inadequate job benefits. Labor market data indicated that nearly two-thirds of the employed women in Missouri tend to occupy a rather narrow range of traditionally female-dominated occupations and women appeared to early less than narrow range of traditionally female-dominated oc-cupations, and women appeared to earn less than their male counterparts in practically every occupa-tional category. Although federally and state-funded employment and training programs have benefitted many women throughout the state, many of those who need these services most remain ineli-gible for them or are not considered appropriate clients. (MN)

ED 288 998

CE 048 975

Tell Me about It. Reading and Language Activities around Multi-Cultural Issues Based on an Oral History Approach. La Salle Univ., Philadelphia, PA. Urban Studies and

La Salie Univ., Philadelphia, P.A. Urban Studies and Community Services Center. Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg. Pub Date—Aug 86 Contract—98-6036

Contract—98-6036
Note—165p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Basic Education, Classroom
Techniques, "Cultural Background, Curriculum,
"English (Second Language), Interview, Language Experience Approach, Learning Activities,
Local History, Oral English, "Oral History, Reading Instruction, "Second Language Instruction,
Speech Communication, Teaching Methods,
Writing Instruction Writing Instruction

Identifiers—Pennsylvania (Philadelphia)
The curriculum materials in this guide are drawn mainly from in-depth interviews with six persons, five of whom live in the Germantown or Logan sections of Philadelphia and all of whom represent some of the diverse cultural backgrounds found in these two neighborhoods. In addition to the stories of these six persons, six additional stories present the reactions of adult basic education and advanced the reactions of auto tous concentration advances English-as-a-second-language students who field tested the materials. The ethnic backgrounds of the story tellers include Jamaican, Philippine, Ukrai-nian, Angolan, Cambodian, and African-American. Stories were chosen from the interviews and student responses according to the extent to which they might identify themes or raise issues that would matter to adult learners. The materials are intended to give learners the opportunity to express their ex-periences, ideas, and opinions in both written and spoken form. Each story has an accompanying set of suggester form: Each story insa an accompanying sec-or suggested language activities, such as phonics, vocabulary, comprehension, discussion, and so forth, and is intended to be self-contained. Materials are not intended to be used by learners indepen-dently but with a teacher in a group setting. Appen-dixes contain background materials. (KC)

CE 048 976 Personal Finances Instructional Aids. Teacher Reference Guide. Internal Training Services, Media, PA. Pub Date—[87]

Pub Date—[87]
Note—[79]
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MFUL/PCD Plus Postage.
Descriptors—\*Adult Basic Education, Adult Literacy, \*Daily Living Skills, \*Punctional Reading, Instructional Materials, \*Literacy Education, \*Money Management, \*Reading Skills, Vocabulary Development.

inty Development.

This manual consists of reproducible forms that were collected or developed to represent the vast assortment of forms that may be encountered in the transaction of one's personal finances and related. transaction of one's personal finances and related affairs. The items represent typical forms encountered by a resident of Pennsylvania, based on a review of forms collected throughout the Commonwealth. Suggested teaching activities and a list of 100 most frequently used words, abbreviations, and word groups have been included. All forms are printed to exact size specifications. They include employment application; employer's withholding allowance certificate; insurance enrollment form; time card; payroll check; W-2 wage and tax statement; savings account passbook, deposit slip and withdrawal slip; check register; checks; checking account statement; money order; credit card apand withdrawal stip; check register; checks; check-ing account statement; money order; credit card ap-plication; loan application; apartment lesse; rent receipt; budget planning forms; cash register receipt; gift certificate; U.S. savings bond; income tax return forms; and driver's license renewal application. (YLB)

ED 289 000 CE 048 989

Scave, Virginia L. From One Educator to Another: A Window on Participatory Education. Grant MacEwan Community Coll., Edmonton (Al-

berta). Pub Date

Pub Date—87
Note—135p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/FC06 Plus Postage.
Descriptors—"Adult Education, Adult Educators,
Adult Learning, "Adult Students, Annotated Bibliographies, Curriculum Development, Foreign

Countries, Learning Activities, \*Participative Decointries, Learning Activities, Fairtiepaive De-cision Making, Postsecondary Education, Pro-gram Administration, Program Evaluation, \*Student Participation, Student School Relation-ship, \*Teacher Student Relationship Identifiers—Canada

This guide is intended to serve as a resource for adult educators who are interested in having their adult educators who are interested in having their students assume a more active role in the process of planning, implementing (teaching/learning), and evaluating the education programs in which they are enrolled. Specifically addressed to those who work with adults on the margins of society-the poor, the incarcerated, the illiterate, the mentally handi-capped and others—the guide is organized in a two-part format. The first part examines the theo-retical foundations of participatory education, and retical foundations of participatory education, and the second part discusses the Abbotsfield Women's Project, which was a pilot project in participatory education that was conducted in Edmonton, Can-ada, between October 1985 and June 1986. The following aspects of participatory education pro-grams are covered in part 1: the basic concept and framework of participatory education; guiding principles for participatory education (participation commitment, community, accountability and responsibility, praxis, hope, vision, acknowledgment); curriculum and the notion of curriculum as plan (intents, sources and resources, activities, and eval-(intents, sources and resources, activities, and evai-uation); and administrative concerns (facility, child care, confidentiality, questions of time, staff roles, the question of power, the validity of the "numbers game," and ways of locating interested partici-pants). Part 2 describes the history and design of the Abbotsfield Women's Project, the processes used in developing and implementing the project (creating an environment, connecting and focusing, working an environment, connecting and incuming, working toward an experience of community, responding to the moment, caring for others, reaching into and beyond oneself, celebrating community, and reflect-ing), reactions of project participants to the project, and project outcomes. A 12-page annotated bibli-ography is included. (MN)

CE 048 992 ED 289 001

Manning, Alton C.

Adopt a School-Adopt a Business. Fastback 263.

Phi Delta Kappa Educational Foundation, Bloo-

mington, Ind. -ISBN-0-87367-263-1 Report No .-

Pub Date-87

Note—47p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (S.90).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PO2 Plus Postage.

Descriptors—\*Cooperative Programs, Education
Work Relationship, Elementary Secondary Education, Guidelines, \*Institutional Cooperation, Models, \*Program Attitudes, Program Descriptions, Program Descri

tions, Program Development, Program Implementation, Public Schools, School Business mentation, Public Schools, \*Sch Relationship, School Role, Success Identifiers—\*Adopt a School, Bu \*Springfield Public Schools MO Business Role.

Springsteid Public Schools MO
This booklet provides information on developing
and implementing a school-business relationship
through its description of a successful partnership
program in the Springsteid, Missouri, Public
Schools. The guide is organized in seven sections.
The first section woulder a restionale of The first section provides a rationale for school-business partnerships, and the second section explains how Springfield's partnership program got started. The third section outlines the brochures got started. The third section outlines the brochures that the school developed for the program and how they were used successfully to recruit businesses and to implement the program. In the fourth section, successful school-business partnerships within the school system are described. The following section describes the perceptions of Springfield's Adopt-a-School program from the perspectives of the business partners, the community agencies, and the principals. The final section indicates what has been learned from the program describes the new been learned from the program, describes the program's strengths, and proposes some cautions for others starting similar programs. The booklet con-cludes with note of enthusiasm for the program. A bibliography is included. (KC)

CE 048 998 Polzella, Donald J. And Others
Alrerew Training Devices: Utility and Utilization
of Advanced Instructional Features (Phase IV-Summary Report). Dayton Univ., Ohio. Research Inst.

Spons Agency-Air Force Human Resources Lab.,

Brooks AFB, Texas. Report No.—AFHRL-TR-87-21 Pub Date—Nov 87

Report No.—AFRIKI-1R-97-21
Pub Date—Nov 87
Note—10p.; For report on phases 1-3 of this project, see ED 271 101.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PCDS Plus Postage.
Descriptors—\*Computer Simulation, Computer Software, \*Flight Training, \*Military Training, Postsecondary Education, \*Program Effectiveness, Program Improvement, Teaching Methods Identifiers—\*Air Force
Modern aircrew training devices (ATDs) are equipped with sophisticated hardware and software capabilities, known as advanced instructional features (AIFs), that permit a simulator instructor to prepare briefings, manage training, vary task difficulty/fidelity, monitor performance, and provide feedback for flight simulation training missions. The utility and use of the AIF capabilities of Air Force ATDs were explored by means of a survey of 534. ATDs were explored by means of a survey of 534 simulator instructors from Air Training Command, Military Airlift Command, Strategic Air Command, and Tactical Air Command training sites. The priand Tactical Air Command training sites. The primary purpose of the survey was to provide a database that could be used in defining the requirements for ATD procurement and in developing future ATD training programs. The results indicated that, in general, the features that were rated highest were those used for training management, variation of task difficulty/fidelity, and monitoring student performance. The level of AIP use was affected somewhat by hardware and/or software unreliability, implementation time, functional limitations, and design deficiencies. However, the presumed training value of an AIF was the most important determinant of its use. Recommendations were made convalue of an AIF was the most important determinant of its use. Recommendations were made concerning the AIF capabilities of future ATDs and research aimed at determining the principles of effective AIF use. The survey instruments are appended. (Author/KC)

ED 289 003 CE 048 999

RAMS VIJS

RAMSAy, Caroline C. And Others

Crafts Development and Marketing Manual. Appropriate Technologies for Development. Peace

Corps Information Collection & Exchange Manual Series No. M-24.

Williams (Walker A.) and Company, Inc., Washington, D.C.

ton, DC. Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div. Pub Date—May 86 Contract—PC-885-1647

Contract—PC-885-1647
Note—256p.; Portions of appendixes contain small/marginally legible print.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC11 Plus Postage.
Descriptors—Adults, Business Administration, Craft Workers, "Developing Nations, Economic Opportunities, "Entrepreneurship, Foreign Countries, "Handicrafts, "Marketing, "Program Development, Program Implementation, Risk, "Small Businesses, Transportation, Volunteers, Volunteer Training

Younteers, Volunteers, Volunteers, Volunteers, Volunteers, Volunteers, Volunteers, Training Identifiers—Botswana, Ecuador, \*Peace Corps This manual was developed to help Peace Corps volunteers assist local craftspeople in developing nations in initiating and operating small businesses to produce and market their products. The manual increasing in sight chapters that course the follows: is organized and market their products. In emanual is organized in eight chapters that cover the following topics: the crafts environment, common problems and solutions for a crafts business, organizing and managing the crafts project, production, marketing, distribution, case studies of two crafts industries, and resource groups and parketing characteries and presumer and presented and production. tries, and resource groups and marketing channels. Extensive appendixes provide information on the loan or grant application process, international trade terms and conditions, international shipping conversions, international shipping procedures, shipping and collection, documentation, methods of receiving payment, and packing requirements. A risk matrix for international terms of payment, several sample documents, a list of Peace Corps reand an annotated bibliography are also

ED 289 004 CE 049 001 ELJ 289 004 CE 049 001

Hansen, Miriam And Others

Preparation for Childbirth. A Health Workers

Manual. Appropriate Technologies for Development. Peace Corps. Information Collection &

Exchange Reprint R-55.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

Pub Date—Jun 85

Note—94p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*Birth, \*Developing Nations, Foreign
Countries, \*Health Education, Health Personnel,
\*Patient Education, Postsecondary Education,
Pregnancy, Teaching Methods, Volunteers, Volunteer Training
Identifiers—\*Peace Corps
This manual was developed to heip Peace Corps
volunteers who are serving as community health
workers in developing nations to teach expectant
mothers about pregnancy and childbirth. The material is organized in four sections corresponding to
four prenatal classes plus a section on labor and
delivery information for health care workers. Some
of the topics covered by the lessons include anatof the topics covered by the lessons include anat-omy and physiology, comfort during pregnancy, sex omy and physiology, comfort during pregnancy, sea during pregnancy, nutrition, labor, relaxation and breathing during labor, breastfeeding, stages of la-bor, hospital admission, danger signs, the newborn, lactation, postpartum exercises, comfort measures, during labor, Caesarian section, breech delivery, during labor, Caesarian section, breech delivery, and postpartum care. Suggested teaching aids and sample handouts are provided. The materials are illustrated with line drawings, and a bibliography for further reading is included. (KC)

CE 049 002 ED 289 005

ED 289 005

Clark, Mari And Others

Oral Rehydration Therapy and the Control of Diarrheal Diseases. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-34.

CHP International, Inc., Oak Park, IL. Spons Agency—Peace Corps, Washington, DC. Information Collection and Exchange Div. Pub Date—Mar & S.

Pub Date—Mar 85 Contract—PC-284-1011

Note-514p.; Some illustrations will not reproduce clearly.

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF02/PC21 Plus Postage.

Pub Type—Guides - Classroom - Teacher (1952)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—Communicable Diseases, Competence, Competency Based Education, Course Content, Course Organization, \*Developing Nations, \*Disease Control, Disease Incidence, Drinking Water, Epidemiology, Foreign Countries, \*Health Education, Health Personnel, Hygiene, Lesson Plans, \*Nutrition, Postsecondary Education, Public Health, Sanitation, Teaching Methods, Volunteers, \*Volunteer Training Identifiers—\*Diarrhea, \*Oral Rehydration Therapy, Peace Corps
This manual was developed to train Peace Corps volunteers and other community health workers in oral rehydration therapy (ORT) and the control of diarrheal diseases. Using a competency-based format, the manual contains six training modules (organized in 22 sessions) that focus on interrelated health education and technical content areas. Each module begins with a set of behavioral objectives and contains a sequence of sessions that address the specific content area. Session formats include targeted time frame, overview, objectives, resources, essential expected. geted time frame, overview, objectives, resources, materials, procedures, and trainer notes. The modmaterials, procedures, and trainer notes. The modules cover the following topics: climate setting and
assessment; diarrhea, dehydration, and rehydration;
nutrition and diarrhea; working with the health system; working with the community; and community
health education. Extensive examples, sample
forms, schedules, and handouts are provided. Materials are illustrated with photographs and line drawings. Suggestions to the trainer for adapting the
materials for different countries and different learners are included in the training neaket. (KC) ers are included in the training packet. (KC)

ED 289 006 CE 049 004

W20rek, Carol
Small Projects Design and Management. Training
Manual for Volunteers and Counterparts. Training for Development. Peace Corps Information
Collection & Exchange Training Manual No. T-50.

T-50.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
Pub Date—Jan 87
Note—80p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*Citizen Participation, \*Community
Development, Community Planning, Decision
Making, Decision Making Skills, Developing Nations, Economic Development, Learning Modules, Lesson Plans, Postsecondary Education,
\*Problem Solving, \*Program Development, Pro-

gram Evaluation, Teaching Methods, Volunteers, \*Volunteer Training, Workshops Identifiers—\*Peace Corps
The 2.5-day workshop described in this manual was designed to meet the growing concern that small projects administered by the Peace Corps were not truly community projects or priorities. To foster more community involvement in the design, implementation, and evaluation of projects, this workshop is geared to the training of Peace Corps volunteers and community members in project development. The workshop is organized in eight sessions that cover the following topics: workshop expectations/group resource identification; characteristics of successful projects; problem analysis as part of project identification; setting project objectives; identifying project resource needs; testing project feasibility; determining project roles and responsibilities; and monitoring and evaluating small community projects. Each session includes a targeted time frame, a rationale, objectives, instructions for trainer preparation, a list of materials needed, participant handouts, procedures for conducting the training session, trainer notes, and closing procedures. Sample forms and worksheets are provided. (KC)

CE 049 012

Waddy, Janice M.
Action Plan for ESL Teachers.
Spons Agency—Texas Education Agency, Austin.
Pub Date—[84]

Pub Date—[84]
Note—62p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Adult Education, Behavioral Objectives, "Classroom Techniques, "English (Scott Language), Inservice Teacher Education, Learning Activities, Postsecondary Education, Program Development, \*Second Language Instruction, Student Evaluation, Student Placement, \*Teaching Methods
This guide is intended to assist adult educators

whose job it is to teach English as a second language (ESL) to adult learners. The first several sections discuss the characteristics of students likely to be enrolled in ESL classes; the qualities that a teacher needs to be able to relate successfully to adult ESL students; and procedures for teachers to use in assessing their own attitudes, strengths, and weak-nesses. The following aspects of beginning a program are examined next: initial planning, public-ity, registration, assessment, student placement, steps in formulating objectives, instructional materi-als, evaluation of instructional materials. als, evaluation of instructional methods, postassess-ment, and final formulation of class goals and ment, and mai formulation or class goals and student objectives. Three levels of program objec-tives are provided along with tips on planning les-sons and charts to add in placing students correctly. A sample outline for a unit on housing and its com-ponents is included. Presented next are agendas and session outlines for morthy. (Sarepher through ponents is included. Presented next are agendas and session outlines for monthy (September through March) inservice session on teaching an ESL class for adults. Topics covered in the sessions include how language is learned, problems encountered when starting an ESL program, attendance problems and remedies, reading instruction, the block teaching method, writing instruction, and effective learning activities. (MN)

BD 25 006
Barrera, Adriana
ABE-in-Industry Handbook. Travis County Adult
Basic Education Co-op Special Project.
Austin Community Coll., Tex.
Spons Agency—Texas Education Agency, Austin.
Div. of Adult and Community Education Pro-

grams. Pub Date—Oct 86 Grant—33200009

Grant—3200009
Note—116p.
Available from—Austin Community College
ABE-Trends, P.O. Box 2285, Austin, TX 78768
(\$3.00; 10 or more: \$2.75).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MFD1/PC05 Plus Postage.
Descriptors—\*Adult Basic Education, Competency
Based Education, \*Cooperative Programs, \*Corporate Education, Curriculum Development,
\*Educationally Disadvantaged, Education Work
Relationship, Inplant Programs, \*Needs Assessment, \*Program Development, \*Program Evaluation, Program Implementation, School Business
Relationship
This guide for adult educators provides a general This guide for adult educators provides a general model for establishing and maintaining Adult Basic

Education (ABE)-in-Industry programs. The model encompasses eight components, including the industry program and ABE program. The handbook, however, skips the two programs and begins with the industry and ABE agreement component, devoting a chapter to it and to each subsequent component, namely Needs Assessment, Recruit and Train Personnel, Curriculum Modification, Conduct the Cooperative Program, and Evaluate the Cooperative Program. Each chapter presents a brief discussion of pertinent issues as well as the procedures necessary for that component. Examples of forms and materials, which may be used or modified to meet a particular cooperative program's needs are included in each chapter. Each chapter ends with a checklist of activities crucial to the component just elaborated. A list of references is included. (YLB)

ED 289 009 CE 049 051

Suhanin, William R.

Development of Linkage Models for Cooperative
Planning & Service Delivery to Adult Education
Handbook.

Austin Community Coll., Tex.

Spons Agency—Texas Education Agency, Austin.

Div. of Adult and Community Education Pro-

Div. of Adult and Community Education Programs.

Pub Date—87
Grant—77320210
Note—25p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Adult Basic Education, \*Cooperative Programs, High School Equivalency Programs, \*Human Services, \*Models, Program Development, Program Implementation, \*Public Agencies, \*Social Agencies
This guide for administrators provides a model for linking adult basic education (ABE) programs-ABE, general educational development (GED), and English as a second language (ESL)—with a broad range of human service agencies. The linkage model depicts a process that is divided into three phases. Three chapters discuss in detail these phases. Chap-Three chapters discuss in detail these phases. Chapter 1 on the decision phase concerns these functions: ter 1 on the decision phase concerns these functions: establish communications, develop agency interest, obtain agency decision, and identify needs. Chapter 2 on implementation addresses agreement develop-ment, curriculum development and identification of method of instruction, teacher recruitment and orientation, and program implementation. Chapter 3 on the evaluation phase discusses evaluation of stuon the evaluation in phase discusses evaluation of su-dent performance and program administration and provision of feedback to agency administration, ABE coordinator, and teacher. An appendix pro-vides a guide to linkage agencies. (YLB)

ED 289 010 CE 049 056

Alamprese, Judy Investing in Change: Competency-Based Adult Education in California. CBAE Evaluation Study

Spons Agency—California State Dept. of Educa-tion, Sacramento. Pub Date—Mar 87

Pub Date—Mar 87

Note—59p; Document is printed on colored paper.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Adult Basic Education, \*Competency Based Education, accompliance (Legal), English (Second Language), Outcomes of Education, \*Program Evaluation, \*State Programs.

ation, State Programs
A study determined the effects of California's A study determined the effects of Californias's competency-based adult education (CBAE) mandate on the functioning of adult basic education programs. It investigated how Section 306 agency personnel interpreted the CBAE manadate and effects of the mandate on agency management, classroom functioning, and student outcomes. Quantitative and qualitative strategies were used to collect data from adult basic education/English-Quantitative and qualitative strategies were used to collect data from adult basic education/English-as-a-second-language students from Section 306 adult education agencies. Findings indicated approximately one-half of the agencies had identified competencies, an increased number of agencies had developed student profiles, use of the California Adult Student Assessment System Survey Achievement Test had increased, documentation of student competency attainment remains low, most agencies have structured student placement systems in place, instructors perceived themselves as using a variety of instructional strategies whereas the students did not, and staff development opportunities have innot, and staff development opportunities have in-creased. Recommendations were made in these areas: state-level and local agency-level supports for change; CBAE curriculum; assessment, recordkeep-ing, and guidance; instructional strategies and mate-rials; and staff development. (YLB)

CE 049 057

O'Rourke, B. T.

Application of "Principles" of Adult Development and Learning to Distance Education. Working Papers in Distance Education No. 2.

Queensland Univ., Brisbane (Australia). Div. of Ex-

ternal Studies. Pub Date-Oct 81

Pub Date—Oct 81

Note—12p.; Discussion paper presented at a seminar at the University of Queensland (Brisbane, Australia, August 1981).

Available from—School of External Studies and Continuing Education, University of Queensland, St. Lucia, Queensland, Australia 4067 (\$3.00).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF6L/PC01 Plus Postage.
Descriptors—\*Adult Development, \*Adult Learning, Andragogy, Developed Nations, \*Developmental Psychology, \*Distance Education, \*Educational Research, Foreign Countries, Psychological Studies, \*Research Utilization Identifiers—Australia (Queensland)

The theoretical fields of adult developmental psychology and andragogy provide some principles or

chology and andragogy provide some principles or rules for action that may lead to useful improve-ments in course organization and teaching methodology. An analysis of the principles and the likely effects of their implementation has led to the follow-ing speculation: principles that are not likely to dissing speculation: principles that are not likely to dis-rupt bureaucratic structures within distance education when applied are more likely to be ac-cepted; principles viewed as being potentially dis-ruptive to the power and professional exclusivity of the bureaucracies of administrators and teachers will almost certainly be rejected. Students would benefit from the application of the principles identi-fied. Distance educators have demonstrated that they have the welfare of their students at heart. They must be willing to adopt and implement those outcomes of research that will almost certainly come into conflict with the standardizing, ordering, and controlling practices of the bureaucratic system
(YLB)

ED 289 012 CE 049 069

Career and Technology Awareness. An Elementary Curriculum Resource Guide. South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—87 Note—230p.; Document is printed on colored paper.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Basic Skills, Behavioral Objectives,
\*Career Awareness, Elementary Education,
\*Fused Curriculum, Learning Activities, Lesson
Plans, \*Technological Literacy, \*Technology
This resource guide consists of career and technology awareness learning activities that are designed to be infused into the basic skills curricula in
elementary classrooms. Sets of activities are pro-

elementary classrooms. Sets of activities are pro-vided for each grade from kindergarten through grade 6. The sections for each individual grade level contain a list of objectives for that particular grade, contain a list of objectives for that particular grade, activity sheets (each of which contains an instructional objective, list of needed learning center equipment and materials needed, a list of suggested resources, and a step-by-step plan for conducting the activity), and a series of worksheets. Because the intent of the guide is to increase students' technology and career awareness while at the same time enhancing basic skills, many of the activities revolve around basic skills, many of the activities revolve around basic reading withing mathematics, vocabuaround basic reading, writing, mathematics, vocabu-lary, storytelling, art, science, and social studies skills. (MN)

ED 289 013 CE 049 070

Landrum. Roger L.

The Role of the Peace Corps in Education in
Developing Countries: A Sector Study. Appropriate Technologies for Development. Peace
Corps Information Collection & Exchange Reprint Series R-49. perms Series R-49.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
Pub Date—Jul 84
Note—265p.

Pub Type— Reports - Research (143)
EDRS Price - MF91/PC11 Plus Postage.
Descriptors—Adult Education, "Agency Role,
"Developing Nations, "Education, Foreign
Countries, "International Programs, "Policy Formation, "Voluntary Agencies, Volunteers
Identifiers—"Peace Corps
This report examines the role played by the Peace
Corps education sector in developing countries.
Section I provides a general overview of the
progress over the past 20 years of education assistance. A case study is presented of education programs in Sierra Leone. Section II provides an
overview of distribution of education volunteers
worldwide and by programming categories in 1980. worldwide and by programming categories in 1980. Section III considers the current condition. It desection in considers the current contains. It de-scribes conditions of education in developing countries, addresses the development significance of education, and presents sketches of conversations with host country officials, Peace Corps staff, and volunteers. These sketches convey the influence of volunteers. These sketches convey the influence of the Peace Corps today on students and education systems in Sierra Leone, Togo, and Kenya. Section IV identifies policy areas where decisions can be made and offers recommendations as to decisions that should be made to guide the activities of the education sector. Appendixes, amounting to over one-half of the report, provide a summary overview of education programs in each of the three regions of education programs in each of the three regions to which the Peace Corps sends volunteers. Each education program is briefly described. (YLB)

Personal Safety in Cross-Cultural Transition.
Training for Development. Peace Corps Information Collection & Exchange Training Manual No.

Peace Corps, Washington, DC. Information Collec-tion and Exchange Div.

Pub Date—85 Note—130p. Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Cross Cultura Training, Developing Nations, Foreign Countries, International Programs, Peer Counseling, "Rape, "Safety, "Safety Education, "Voluntary Agencies, Volunteers, "Volunteer Training This training packet contains materials for prede-

parture and in-country sessions for Peace Corps vol-unteers on personal safety and handling of difficult situations. It is divided into three units. Unit 1 insituations. It is revisited into three times, the focus on personal safety issues. It is designed to increase awareness, develop strategies, and examine country-specific safety issues and how to handle difficult social situations. Unit 2 on rape and personal safety has predenative assist to increase awareness. neutr social situations. Unit 2 on rape and personna safety has a predeparture session to increase aware-ness and develop strategies for dealing with rape and an in-country session to make previous strate-gies country-specific and explore support for vic-tims. Unit 3 is a design for a volunteer workshop on headling different situations and service constaling. tims. Unit 3 is a design for a volunteer workshop on handling difficult situations and peer counseling. It explores current precautions used by volunteers, how they can more effectively handle difficult situa-tions, and support of volunteers using techniques of peer counseling. Components for each session in-clude behavioral objectives, time, teacher prepara-tion, materials needed, procedures, content outline, and handouts. (YLB)

ED 289 015

CE 049 075

Ellis, Cornelia S. Literacy Statistics in the RSA, 1980. Report

Soling-12. Human Sciences Research Council, Pretoria (South

Human Sciences Research Council, Pretoria (South Africa).

Report No.—ISBN-0-7969-0436-7
Pub Date—87
Note—58p.
Pub Type— Reports - Research (143)
EDRS Price - MF0I/PC03 Plus Postage.
Descriptors—Adult Basic Education, \*Adult Literacy, Age Differences, \*Educational Attainment, Foreign Countries, \*Literacy Education, \*Racial Differences, Research Methodology, Sex Differences

ences Identifiers—\*South Africa

Identifiers—"South Africa
Literacy data were collected on a 5 percent sample of the Republic of South Africa's 1980 population census. Approximately 5 million persons aged 20 or older were found to be illiterate. The racial breakdown of the literacy rate among the different population groups was as follows: Asians, 79.84 percent; whites, 97.18 percent; racially mixed persons, 68.54 percent; and blacks, 45.48 percent. Illiteracy

rates were found to be highest in rural areas and among blacks, racially mixed persons, and Asians. The illiteracy problem appeared to be greater among women than men, and the increase in literacy among men was greater than that among women. The greatest discrepancy between the literacy levels of the sexes in one race (a 21.65 percent discrepancy) is among Asians. The highest illiteracy rates (for all racial groups studied) were found among persons over the age of 35. In present circumstances, the chance of becoming literate after passing the usual school age seems to be slight or stances, the chance of becoming literate after passing the usual school age seems to be slight or unlikely. For this reason, increasing the percentage of literate adults in the population still depends primarily on adding young literates to the population. (This report also includes responses to criticisms that have been raised concerning the methodology of conducting South Africa's census and defining and determining literacy rates among the country's different racial groups. Appendixes contain statistical tables.) (MN)

CE 049 098

CE 049 098
Adamsky, Richard A. And Others
The Development of Instructional Materials for
Vocational Personnel Serving Students Who Are
Speakers of Other Languages and Have Limited
English Proficiency, Final Report.
Temple Univ., Philadelphia, PA. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date-30 Jun 87 Contract-86-7036

Contract—36-7036
Note—173p.; For information on the accompanying audiotapes, contact Dr. Dolores Miller, RH-359, Ritter Hall, Dept. of Vocational Education, Temple University, Philadelphia, PA 19122.
Pub Type— Reports - Research (143) — Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors—"Korean, Learning Modules, Limited English Speaking, "Microoscopes, Postsecondary Education, Secondary Education of Language, Morkshops
The first part of this document provides a brief account of a project to develop learning modules on the microcomputer and the microscope for use with limited English-proficient speakers of other languages who are enrolled in vocational education courses. The bulk of the document consists of aplimited English-proficient speakers of other languages who are enrolled in vocational education courses. The bulk of the document consists of appendixes presenting the modules themselves. The microcomputer modules, which were developed in English and then translated into Spanish, Vietnamese, and Korean, cover the following microcomputer components/accessories and their uses: printed circuit boards, floppy disk drives, floppy disk, visual display screens, printers, computer printout paper, ribbon cables, graphics, graphics pads, lightpens, sensitive boards, modems, and pocket computers. The definition of each component is illustrated by a graphic as it could appear on the accompanying audio tape. The two modules on the structure of a microscope, which are supplied in English, Vietnamese, and Spanish, deal with the way in which objects are magnified, the history of the microscope, Each learning experience includes learning activities, a self-check exercise, and a feedback activity. (MN)

CE 049 099 ED 289 017

Spewock, Michael A.

A Model Entrepreneurship Training Program for Vocational Educators. Final Report.
Indiana Univ. of Pennsylvania.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and

Indiana
Spons Agency—res...
cation, Harrisburg. Bureau
Adult Education.
Pub Date—15 Sep 87
Contract—86-7033
Note—314p.
Pub Type— Reports - Descriptive (141) — Guides
- Classroom - Teacher (052)
EDRS Price - MPOI/PC13 Pius Postage.
Descriptors—Behavioral Objectives, \*Business Administration, \*Business Education, \*Curriculum
Development, \*Entrepreneurship, Teacher Education, Instructional
Learning Activities, \*Professional Development,
Secondary Education, \*Small
Teacher Workshops, Vocational

Businesses,
Education

RIE MAY 1968

The first part of this document provides materials from a project to develop a training workshop for vocational educators who plan to incorporate the teaching of entrepreneurship into their regular curriculum. Extensive appendixes to this part contain materials from the project and workshop. The second part is a curriculum for teachers who wish to incorporate entrepreneurship training. The curriculum contains nine chapters with the following headings: Are You an Entrepreneur?; Generating an Idea for a Business Venture; Planning Your Business; Financing: How to Get It; Generating Sales; Business Arithmetic; Bookkeeping and Recordkeeping Operations; What Are Your Legal Responsibilities? and Asking for Help from Professional Advisors. Components of each chapter include a list of objectives, introduction, learning experiences with informative material, activities, and self-checks. (YLB)

ED 289 018 CE 049 147

Ethics in Today's World. Proceedings, Anniversary Conference, Illinois Teacher of Home Economics (30th, Champaign, Illinois, April 11-14, 1987). Illinois Univ., Urbana. Div. of Home Economic

Education. Pub Date-Apr 87

Pub Date—Apr s/
Note—82n.

Available from—Illinois Teacher, 350 Education
Bidg., University of Illinois, 1310 South Sixth
Street, Champaign, IL 61820 (36.00).

Pub Type—Collected Works - Proceedings (021)—
Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available for DDRS

able from EDRS.

Descriptors—Conference Proceedings, \*Ethical In-struction, \*Ethics, \*Home Economics, Individual Development, \*Moral Values, Postsecondary Ed-ucation, Secondary Education, \*Values Educa-

Presentations and panel discussion papers are pro-vided from a conference on ethics, specifically in regard to home economics education. Presentations include "Education for an Ethical Society: Transregard to home economics education. Presentations include "Education for an Ethical Society: Transforming Moral Education, Insuring Domestic Transforming Moral Education, Insuring Domestic Transquility" (Jane Martin); "Taking Our Ethical Responsibilities Seriously as Home Economics" (Margaret Arcus); "Ethics in Home Economics Curriculum" (Janet Laster); "Ethical Dilemmas in Serving Both Public and Private Spheres" (Virginia Moxley); "Deep' versus 'Shallow' Ecology: The Search for an Environmental Ethic" (George Kieffer); "Science and Ethics" (Edith Baldwin); "Ethics, Home Economics, and Development Education" (Gladys Gary Vaughn); "Ethics in Today's World" (Margaret Herrmann); "Ethical Considerations in Development Education" (Sally Williams); "Asking the Right Questions: Analyzing Ethical Issues in the Human Services Professions" (Samuel Nickols, Sharon Nickols); "Teaching Values in Education" (Robert Berdahl); "Human Development and Ethics" (Dorothy Mistifer); "Ethics and the Media" (James Carey); and "Hestian Ethics: An Ethics of Care and Connection" (Patricis and Inompson). A list of questions and comments from the discussion group sessions and a list of resolutions proposed by the Listening Panel are also provided. (VLB)

ED 259 U19

CE 049 152
Industrial Cooperative Technical Program. Final
Report July 1, 1984-June 30, 1987.
Chesapeake Public Schools, Va.
Spons Agency—Virginis State Dept. of Education,
Richmond. Div. of Vocational Education.

Bib Date. 30, 10 no 7

Richmond. Div. of Vocational Éducation.
Pub Date—30 Jun 87
Note—14p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Cooperative Education, \*Employment Potential, Grade 12, High Schools, \*Job Skills, Models, \*Remedial Instruction, \*Trade and Industrial Education
Students at the Chesapeake (Virginia) Technical Center who had reached an acceptable level of competency in trade and industrial education programs used local industrial resources through supervised on-the-job training. A teacher-coordinator provided related technical instruction, which included the formal introduction of employability skills in the formal introduction of employability skills in the classroom setting at the technical center. When an employer determined that a student needed more preparation to perform a job-required competency, the student received remedial instruction at the technical center. Products included a model for similar programs on a statewide basis and a guide for program operation. (YLB)

ED 289 020 CE 049 161

Camp, William G. Microcomputers is nputers in Agricultural Education. Final Report.

Virginia Polytechnic Inst. and State Univ., Blacks-

burg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education,
Richmond. Div. of Vocational Education. Pub Date-10 Aug 87

Pub Date—10 Aug o,
Note—7p.
Note—7p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Agricultural Education, Curriculum,
Databases, \*Information Systems, Inservice
Teacher Education, 'Instructional Materials,
 \*Microcomputers, \*Online Systems, Teacher
Workshops, \*Telecommunications
Identifiers—\*Virginia

\*\*Montage of the Virginia Communication of the Virginia

\*\*Montage of the Virginia Communication of the Virgin

A project to continue operation of the Virginia AG ED Network, a free, online computer-based AG ED Network, a free, online computer-based instructional information system, is described. Curriculum material, news information, and instructional material were collected for input into the database for use by teachers. The project also provided inservice workshops to agricultural education teachers on the use of telecommunications, including but not limited to the Virginia AG ED Network, and its implementation in the agricultural education classroom. (VLR) classroom. (YLB)

ED 289 021 CE 049 174

Anderson, Clinton L.

Educating the United States Army.

Pub Date—23 Oct 87

Note—42p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October

23, 1987).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PO2 Plus Postage.

Descriptors—\*Adult Education, \*College Programs, \*Continuing Education, Educational Needs, \*Educational Trends, Extension Education, Futures (of Society), Job Training, \*Military Personnel, \*Military Training, Postsecondary Education, Student Characteristics

Identifiers—\*Army
The United State Army has an education/training strategy that provides the conceptual framework for planning, programming, budgeting, and conducting and/or overseeing all education and training necessary to accomplish its military needs and to care for the human needs of soldiers and their family members. This strategy includes education and training for deployed, contingency, and reenforcing forces; training and education support programs to sustain individual and collective job performance; voluntary self-development for soldiers and adult family members; and schools for Army dependents. This paper reviews the entire spectrum of education and training in the Army and then concentrates on the general education element as adult and continuing education within the U.S. Army. The paper also contains a discussion of challenges and issues facing the broad spectrum of Army education and concludes with some expected trends and developments in education and training as the Army approaches the next century. Statistics on how many and what types of personnel are enrolled in various types of educational programs are included in this report. A 48-item bibliography is also included. (KC) bers. This strategy includes education and training

CE 049 175 ED 289 022

Anderson, Clinton L.
Bachelor Degrees for Soldiers (BDFS) System.
Pub Date—5 May 87

Note—10p.; Paper presented at the Annual Na-tional Conference on Nontraditional and Interdis-ciplinary Programs (5th, Virginia Beach, VA, May 5, 1987).

5, 1987).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Programs, \*Distance Education, Extension Education, \*External Degree
Programs, Higher Education, \*Military Personnel, \*Military Training, Networks, Program Descriptions

scriptions (Identifiers—\*Army, \*Bachelor Degrees for Soldiers Bachelor Degrees for Soldiers (BDFS) is a system of voluntary, off-duty bachelor degree programs for Army noncommissioned officers and warrant officers. Bachelor degree programs within the BDFS

system are designed to relate directly to the military occupational specialty of soldiers. In operation since October 1986, the program grew out of the Servicemembers Opportunity Colleges, which offer associate degree programs. The BDFS system includes the following features: colleges limit required academic residency to 25 percent or less of the total degree program; educational plans are drawn up for each student; BDFS institutions award credit for nontraditional learning; BDFS institutions agree to guaranteed transferability of credit among colleges and universities in the network; the student-soldier can complete degree requirements after completion of military service; courses are scheduled to facilitate the soldier's completion of a sequence; and the colleges in the network publicize their programs to military personnel and their families. Currently, there are eight BDFS networks with more than 840 network units (one college offering one curriculum at one approved installation) operating around the world. Educational institutions are nominated for BDFS institutional membership by local U.S. Army Education Services officers. The BDFS system is expected to be expanded and relocal U.S. Army Education Services officers. The BDFS system is expected to be expanded and refined in the future. (Technical information and lists of member institutions are provided in this report.)

ED 289 023 CE 049 177

A New Weave: Popular Education in Canada and Central America. CUSO Development Education, Ottawa (Ontario).; Ontario Inst. for Studies in Education, Toronto.

Note-109p.; Photographs may not reproduce

Available from—CUSO Development Education, 135 Rideau St., Ottawa, Ontario K1N 9K7, Canada (35.00; 3-9 copies, \$4.00 each; 10 or more copies, \$3.00 each; add 20% postage and han-

dling).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—"Adult Education, Adults, Community Centers, \*Community Education, Community Resources, \*Comparative Education, Cross Cultural Studies, Developing Nations, \*Disadvantaged, Educational History, Estension Education, Foreign Countries, Networks, \*Nonformal Education, Frogram Development, Program Implementation

Identifiers—Canada, \*Central America, \*Popular Education, Program Identifiers—Canada, \*Central America, \*Popular Education, Program Implementation Identifiers—Canada, \*Popular Education, Program Implementation Identifiers—Canada, \*Popular Education, Program Implementation Identifiers—Canada, \*Popular Education, Program Implementation Ident

Education
Written from the perspective of the Central
American experience of education for fundamental
social change, this booklet provides ideas and guidelines for developing popular education, a learning
process based on the concept that education can
serve the interests of the poor and that the people
themselves can define the content and context of
their education programs. Following an introduction and glossary for popular educators, a section
entitled "The Fabric of Our Lives" examines the
historical development of popular education in both entitled "The Fabric of Our Lives" examines the historical development of popular education in both Canada and Central America and introduces the reader to the work of the Alforja network of popular education centers. The bulk of the book is the section entitled "Some New Designs." The adaptation of four new ideas or designs from the Central American experience for use in Canada is described, including sample workshops, tools for program evaluation and analysis, and creative program designs. The final section, "Making Connections," focuses on networking among popular educators. The signs. Ine infal section, "Making Connections," focuses on networking among popular educators. The appendix provides further information about the kinds of activities organized by the member centers of the Alforja network. A bibliography lists additional resources. Numerous balck and white photographs, cartoons and other graphics illustrate the booklet. (KC)

A Popular Education Handbook. An Educational Experience Taken from Central America and Adapted to the Canadian Context.

CUSO Development Education, Ottawa (Ontario).; Ontario Inst. for Studies in Education, Toronto.

Pub Date-Oct 83

Note-62p.; Some photographs may not reproduce

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors— Adult Education, Classroom Techniques, \*Community Education, Developing Na-

tions, Disadvantaged, Educational Resources, Foreign Countries, \*Group Dynamics, Material Development, \*Nonformal Education, Post-secondary Education, \*Program Development, Slides, Teaching Methods lentifier—Canada, \*Central America, \*Popular

Education
In this booklet two members of a Canadian educational development organization share their experiences during 1983 in trying to adapt the popular education they had experienced in Central America to the Canadian context. The guide is organized in five chapters. Chapter 1 defines popular education and describes its characteristics and the role of the popular educator. Chapter 2 provides three program examples of popular education: a workshop for teachers about popular education in Central America, a workshop on working peopole in Canada and teachers about popular education in Central America, a workshop on working people in Canada and Central America, and a workshop on popular education for community groups. Techniques for building a popular education program are shared in Chapter 3. They include sculpturing, sociodrams, role play, drawing, and songwriting. Chapter 4 contains extercises to help the group process, such as ice breakers, group building, and relaxation. Finally, Chapter 5 explains how to develop resources—in this case, a slide show-and describes four slide-tape shows produced by Rick Arnold and Bey Burke about Central duced by Rick Arnold and Bev Burke about Central America. A bibliography completes the guide, which is amply illustrated with black-and-white photographs and drawings. (KC)

CE 049 180
McKinney, Floyd L. Ballard, Mark R.
Evaluation of the Electronics Advanced Placement
Implementation Process in the Community Cellege of Rhode Island.
Spons Agency—Community Coll. of Rhode Island,
Warwick. CE 049 180

Spons Agency—Community Coll. of Anode Island, Warwick.
Pub Date—Oct 87
Note—549.
Pub Type—Reports - Evaluative (142)
EDRS Pries - MPDI/PC03 Plus Postage.
Descriptors—\*Advanced Placement Programs, \*Articulation (Education), College School Cooperation, \*Community Colleges, Cooperative Planning, \*Electronics, Institutional Cooperation, Program Improvement, Secondary Education, Program Improvement, Secondary Education, Program Improvement, Secondary Education, Two Year Colleges Identifiers—\*Community College of Rhode Island An evaluation of the implementation process for the electronics articulation program at the Community College of Rhode Island was undertaken to identify the factors and features of the program that

identify the factors and features of the program that contribute to the attainment of its articulation goals. Information for the evaluation was obtained by re-Information for the evaluation was obtained by reviewing documents and records, observing programs, and interviewing key personnel from the
community college and secondary school personnel. The college's administrators and its coordinator
of the articulation program were all found to have
a strong commitment to the articulation effort. Although the high school students contacted about the program had a positive view of the program, they did express several concerns about postsecondary education. These included concerns about their abileducation. These included concerns about their ability to pass the postsecondary courses, the quality of postsecondary instructors, and the lack of hands-on experiences afforded by postsecondary education. Among other things, it was concluded that (1) efforts should be made in both the secondary and postsecondary components of the program to enroll more female and minority students; (2) students, teachers, administrators, employers, counselors, student affairs personnel, and other interested individuals should all be involved in the program's goal setting and planning processes; (3) the electronics articulation program should be tied closely with other phases of the college's strategic planning; and (4) consideration should be given to the sharing of facilities and equipment by the college and local facilities and equipment by the college and local secondary schools. (MN)

ED 289 026 CE 049 183 Competency-Based Testing for Occupational Stu-dents: A Resource Guide. Competency-Base Vocational Education Administrator Module Sc

ries.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Consortium for the Development of Professional Materials for Vocational Educa-

Report No.—ISBN-0-89606-248-1 Pub Date—88

Note-60p.; For other guides in this series, see ED 276 872-873.

Available from—American Association for Voca-tional Instructional Materials, 120 Driftmer Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Reference Materials - Directories/Cat-alogs (132)

alogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Abstracts, Administrator Guides, Behavioral Objectives, \*Competency Based Education, \*Criterion Referenced Tests, \*Information Administrator Regular Administrator Regular Regular Administrator Regular Sources, Learning Activities, Learning Modules, Secondary Education, Testing Programs, Test Re-views, \*Test Selection, \*Vocational Directors, \*Vocational Education Vocational Education

This guide is intended to provide vocational ad-ministrators with general information about the current state of competency-based test development and specific information about selected products and services that are available or under development. The general information section deals with the types of test products and services that are avail-able (occupation-specific tests, item banks, cognitive tests, performance tests, affective measures, and scoring services), access options (purchase, cost recovery, exchange, consortium membership, ing services, and restrictions), criteria for sele bership, testtests (validity, reliability, criterion-referenced for mat, appropriateness, currency, local relevance, and convenience and usefulness for local purposes), and procedures for obtaining information (contained in computer databases and print-based resources) about products that are not included in the guide Specific information is presented in the form of source abstracts describing currently available products and services and an occupation index that cross-references test titles and sources. (MN)

CE 049 184

Norton, Robert E. Harrington, Lois G.
Administrator Competency Study: A National
Identification and Verification of the Competencies Important to Secondary and Postsecondar, Administrators of Vocational and Technical Edi

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Consortium for the Development of Professional Materials for Vocational Educa-

Pub Date

Pub Date—8.
Note—125p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
\*Administrator Qualifications, \*Ad-

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Administrator Qualifications, \*Administrator Responsibility, Curriculum Development, Instructional Materials, Job Analysis, Material Development, National Surveys, Post-secondary Education, Secondary Education, \*Technical Education, \*Vocational Directors, \*Vocational Education Identifiers—DACUM Process

A study was conducted on a national basis to identification.

Identifiers—DACUM Process
A study was conducted on a national basis to identify and verify the competencies needed by administrators of secondary and postsecondary vocational and technical education programs. The survey instrument used in the study was developed at a 3-day Developing a Curriculum (DACUM) workshop that was attended by 11 expert secondary and post-secondary administrators from 6 states. The DACUM committee identified 210 tasks that were executable located in 12 data areas. The questional contents of the content of the state of the content of the state of t DACUM committee identified 210 tasks that were eventually clustered into 12 duty areas. The questionnaire was then sent to 188 administrators, 128 of whom returned usable questionnaires. Of the 210 task statements included on the questionnaire, 201 were verified as being important. A group of 35 new task statements was selected to form the basis for developing additional competency-based modules and guides for use by vocational-technical education administrators. This report consists of a detailed description of the validation study and 11 appendixes which make up the bulk of the document. These include the Administrator Task Inventory; a summary of the administrators' responses in tory; a summary of the administrators' responses in terms of the perceived importance and difficulty of each of the tasks; competencies important to local vocational education administrators; significant difvocational education administrators; significant dif-ferences in the importance of administrative tasks as perceived by (1) secondary- versus postsecond-ary-level administrators, (2) vocational administra-tors versus administrators of both general and vocational programs (with no distinction between administrators of secondary and postsecondary programs), (3) vocational administrators versus administrators

istrators of both general and vocational programs at the secondary level, and (4) vocational administra-tors versus administrators of both general and vocational programs at the postsecondary level; and recommended additions and modifications to the task statements. (MN)

ED 289 028

CE 049 186

Hermary, Ted
An Investigation into Team Member Perceptions
of Communication in the Individual Program
Planning System at the Vocational and Rehabilitation Research Institute. Vocational and Rehabilitation Research Inst., Cal-

gary (Alberta).

Spons Agency—Alberta Social Services and Community Health, Edmonton.

Pub Date—Oct 87 Grant—S6M75253

Oran—36M7223
Note—161p; Also funded by the Summer Temporary Employment Program.
Available from—Vocational and Rehabilitation Research Institute, 3304 33 Street, NW, Calgary, search Institute, 3304 33 Success
Alberta T2L 2A6, Canada.
Pub Type—Reports - Research (143) — Testa/
Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.

4-Jult Education, Adults, \*Communi-

Descriptors—Adult Education, Adults, \*Communication Audits, Foreign Countries, \*Individualized Programs, \*Organizational Communication, Postsecondary Education, \*Program Effectiveness, Program Evaluation, Secondary Education,
\*Vocational Rehabilitation, Youth

A study investigated the nature of communication related to the Individual Program Planning (IPP) client servicing system at a rehabilitative vocational training research institute. Respondents included family members, staff, and other professionals who work on IPP teams. The questionnaire measured respondent attitudes toward the frequency, com-pleteness, understandability, usefulness, and formality of communication; preferences for communication types, formality, and frequency; and understanding of the IPP process. Results showed overall uncertainty as to the adequacy of IPP-related communication. Problem areas confusion resulting from team member changes; definition of team member responsibilities; comprehensibility and completeness in conference setting; nemainty and comprehens in contrettle setting, knowledge of function of general referral form; fre-quency of meetings and telephone calls; complete-ness of memo information; general outlook of communication; and team member awareness of clients' status in other environments. Meetings and telephone communication were the most preferred methods of communication. Slight preference was given to informal communication. (Appendixes, amounting to almost one-half of the report, include tables, responses to open-ended questions, and the instrument.) (YLB)

ED 289 029

CE 049 191

Berryman, Sue E. Breaking Out of the Circle: Rethinking Our Assumptions about Education and the Economy. Occasional Paper No. 2.

National Center on Education and Employment,

National Center on Education and Employment, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 87

Grant-G008690008

Note—11p.; Paper presented at the National Con-ference and Exposition of the American Society for Training and Development (43rd, June 21-26, 1987).
Available from—National Center on Education and

Available from—National Center on Education and Employment, Box 174, Teachers College, Columbia University, New York, NY 10027.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Education, \*Economics, Elementary Secondary Education, \*Human Capital, \*Job Training, \*Labor Force Development, \*Vocational Education cational Education
The National Center on Education and Employ-

The National center on Education and Employ-ment has taken on the task of challenging and re-thinking the premises that underlie traditions of human capital development in this country. This task is summarized in the question, "Who should teach which work-related skills to whom, when, and how?" Its first priority is that the Center's primary audience is educational policymakers. Second, the Center concentrates on two of the most powerful human capital pressures on the economy—the need

for worker adaptability or flexibility and the quality of the labor supply. Third, its primary objective is to spearhead a major restructuring of K-12 education. Fourth, in rethinking K-12 education, the Center challenges distinctions between work-related and general learning. Fifth, the Center questions distinctions made between at-risk and not-at-risk learning. tions made between at-risk and not-ac-risk fearmers. Finally, the Center challenges the assumption that the nation's educational and training delivery systems—for example, achools, the military, the corporate training system, and public training programs—differ substantially in their pedagogic strategies (VI B). strategies. (YLB)

ED 289 030 CE 049 192

Bergstrom, Don And Others
Task Force on Private Proprietary Schools. Report to the Legislature. finnesota State Task Force on Private Proprietary

Schools, St. Paul.

Spons Agency—Minnesota House of Representa-tives, St. Paul. Education Committee.; Minnesota Senate, St. Paul. Education Committee.; M Pub Date—Feb 86

Pub Date—Feb 86

Note—65p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF0I/PC03 Plus Postage.

Descriptors—\*Accreditation (Institutions), Accrediting Agencies, Compliance (Legal), \*Credits, \*Government Role, Postsecondary Education, \*Proprietary Schools, \*State Government, \*Transfer Policy Identifiers—\*Minnesota

A task force was created by the Minnesota state legislature to study two primary questions: who should oversee the private proprietary school sector and what standards should be used to regulate it. The task force met to review information, hear testi-mony, discuss issues and concerns, and vote on recmony, discuss issues and concerns, and vote on recommended courses of action. Two primary issues emerged from deliberations on regulation: how to protect the public without unnecessary restrictions on proprietary schools and whether the licensing function should be moved from the Department of Education. Attention was given to the following is Education. Attention was given to the following is-sues regarding transfer of credit in general: the role of institutional academic integrity, credit for reme-dial education, development and use of course equivalency guides, and relevance of prior educa-tion to the student's new education program. Spe-cial concerns about vocational-technical education were conversion of clock hours to credits, the distinction between general and technical educa and transfer of the general education portion of vo-cational-technical programs. The task force recom-mended only two minor changes in the current licensing statute, confirmed the Department of Education as the appropriate agency to regulate these schools, and recommended greater collaboration between proprietary schools and Minnesota's colleges and universities on the issue of transfer of credit. (Appendixes include listing of private propri-etary schools and resources.) (YLB)

ocational Education Sex Equity Report: Secondary 1986.

ary 1998, Minnesota State Commission on the Economic Sta-tus of Women, St. Paul. lyons Agency—Minnesota State Dept. of Educa-tion, St. Paul. Div. of Vocational and Technical

Pub Date-86 Contract-10-SE-II-A-CPA-84

Contract—10-SE-II-A-CPA-84
Note—35p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PO20 Plus Postage.
Descriptors—Agricultural Education, Allied Health Occupations Education, Business Education, Distributive Education, Finrollment, Equal Education, High Schools, Home Economics, Nondiscriminatory Education, "Nontraditional Occupations, Office Occupations Education, Personnel Data, "Personnel Integration, "Sex Fairness, Statistics, Technical Education, Trade and Industrial Education, "Vocational Education, Vocational Followup cational Followup

Identifiers— Minnesota
This report provides information about the status
of male and female students and staff in Minnesota of male and female students and staff in Minnesota high school vocational courses during the 1984-85 school year. The information is intended to enhance equity efforts by measuring progress and indicating areas needing attention. Narrative and tables or charts illustrate vocational enrollment, enrollments by program type (traditional, nontraditional, segregated), enrollments by curriculum area (agriculture, distributive education, health occupations, home economics, office occupations, technical education, trade and industrial), high school follow-up for the class of 1984, and vocational staff patterns. Eleven additional tables depict enrollments by grade level and sex, race and sex, and minority status; number of programs by type; enrollments by program type and sex; traditional and nontraditional enrollments; vocational enrollments by course (agriculture, distributive education, health occupations, home economics, business and office, technical occupations, trade and industrial); occupations of graduates, one year later; hourly wages of vocational graduates; and vocational staff by curriculum area. (YLB)

ED 289 032

CE 049 197

Effectiveness of Safety Beit Use Laws: A Multinational Examination. Proceedings of a Workshop (Washington, DC, November 12-14, 1985).

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.—DOT-HS-807-018

Pub Date—Oct 86

Note—166p.

Pub Type—Collected Works - Proceedings (021)—
Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MP01/PC07 Plus Partners. ED 289 032 CE 049 197

Pub 19pe—Collected works 'Frocecumgs (021)—
Reports - Research (143)—Tests (Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Comparative Analysis, "Compliance (Legal), Foreign Countries, "Laws, Legislation, "Program Effectiveness, "Restraints (Vehicle Safety), Safety Education, "Traffic Safety In September 1984, a questionnaire on safety belt use laws was sent to approximately 25 nations, more than 20 of which responded. Various members of the Organisation for Economic Cooperation and Development's (OECD) Road Research Program used data from the completed questionnaires in conjunction with existing literature to write a series of working papers analyzing various aspects of the effectiveness of seat belt laws in different countries. In November 1985, more than 80 experts from 14 nations attended an OECD-sponsored workshop on the effectiveness of safety belt use laws, which was structured around the papers prepared by the members of the OECD working group. This report includes a summary of the workshop and the final versions of the following workshop presentations: "Safety Belt Usage Rates" (E. A. Marburger); "Safety Belt Usage Rates" (E. A. Marburger); "Safety Belt Use Rates and User Characteristics" (John Lawson); "Casualty Reductions: Results from Safety Belt Use Laws" (James Hedlund); "Rear Seat Belt Use and Effectiveness for Adult Rear Seat Occupants in Carn" (Maryvonne Dejeammes, Ake Nygren, Claes Tingvall); and "Effectiveness of Child Restraint Laws" (Maryvonne Dejeammes, Ake Nygren, Claes Tingvall). The questionnaire, workshop agenda, and a list of workshop participants are appended. (MN)

ED 289 033 CE 049 198 Industrial Arts Education. Vocational Education Program Courses Standards. Florida State Dept. of Education, Tallahassec. Div. of Vocational, Adult, and Community Education.

Pub Date-Jul 87

Pub Date—Jul 87

Note—99p.; For related documents, see CE 049
200 and CE 049 202.

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF0I/PC04 Plus Postage.
Descriptors—Behavioral Objectives, Building
Trades, \*Career Exploration, \*Course Content,
Drafting, Electronics, Graphic Arts, \*Industrial
Arts, Learning Activities, Manufacturing, Performance, Postsecondary Education, Secondary
Education, State Curriculum Guides, \*State Standards, Transportation

dards, Transportation
This document contains vocational education This document contains vocational education program courses standards for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level. Each program standard is composed of two partis: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcomes. For execution, to preparatory, to preparatory, to preparatory, to preparatory. intended outcome. For secondary job preparatory programs, courses have been designated with student performance standards listed for each course. Standards are provided for orientation to American industry occupations; exploration of occupations in construction, graphic communications, manufactur-ing, and power and transportation; practical graphic communications, home mechanics, power mechan-ics and energy, industrial skills, and industrial sys-tems; and pretechnical construction, drafting, electronics, energy and power graphic arts and maelectronics, energy and power, graphic arts, and ma-terials and processes. (YLB)

E.D 289 034 CE 049 200
Health Occupations Education. Vocational Education Program Courses Standards.
Florida State Dept. of Education, Tallahassee. Div.
of Vocational, Adult, and Community Education.
Pub Date—Jul 87
Note—306p.; For related documents, see CE 049
198 and CE 049 202.
Pub Type—Guidea. Charges

198 and CE 049 202.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—\*Allied Health Occupations Education, "Allied Health Personnel, Behavioral Objection, "Allied Health Personnel, Behavioral Objec-tives, "Career Exploration, "Course Content, Learning Activities, Nursing Education, Perfor-mance, Postsecondary Education, Pervocational Education, Secondary Education, State Curricu-lum Guides, "State Standards, "Therapy This document contains vocational education program courses standards for exploratory courses, ractical arts, courses, and job preparatory, recreating

program courses standards for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level. Each program standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses have been designated with student performance standards listed for each course. Standards are provided for 61 courses. Representative titles are orientation, exploration, x-ray machine operator, cardiopulmonary technology, central service technology, cytotechnology, dentral assisting, diagnostic medical sonography, electrocardiograph aide, emergency medical technology, funeral services, health care management, health unit coordinator, hearing aid dispensing, histologic technology, home health aide, massage, medical assisting, medical records technology, nuclear medical technology, nursing assisting, nursing, occupational therapy assistant, ophthalmic dispensing, optometric assisting, pharmacy assisting, physical therapy side, practical nursing, radiation therapy technology, respiratory therapy, veterinarian technology, and vision care assisting. (YLB)

Industrial Education. Vocational Education Program Courses Standards.
Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date-Jul 87

Note—992p.; For related documents, see CE 049 198 and CE 049 200.

198 and CE 049 200.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF07/PC40 Plus Postage.
Descriptors—\*Behavioral Objectives, \*Course Content, \*Educational Objectives, Performance, Postsecondary Education, State Curriculum Guides, \*State Standards, \*Trade and Industrial Education

Identifiers—"Florida
This document contains the Florida program
course standards for 151 courses in industrial education. For each course, the following information is
provided: program title, effective date of standards, provided: program title, effective date of standards, code number, whether secondary or postsecondary, credits, educational level, certification coverage, major concepts/content, laboratory activities, special notes, and intended outcomes. Intended outcomes are further subdivided by subobjectives that outline what students who complete a program must know and/or be able to do. The standards cover the total spectrum of industrial courses, from aeronauti-cal technology and air conditioning to theater tech-nology and welding. (KC)

CE 049 203 Goldberg, Joseph P. Moye, William T.

The First Hundred Years of the Bureau of Labor
Statistics. Bulletin 2235.

Bureau of Labor Statistics (DOL), Washington,

DC

D.C.
Report No.—ISBN-0-935043-01-2
Pub Date—Sep 85
Note—342p.
Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Historical Materials (060) — Books (010)

(010)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—"Agency Role, Background, Economic Change, Economic Climate, "Employment Statistics, History, "Labor Market, Organizational Development, Organizational Effectiveness, Organizational Dipectives, "Program Administration, "Public Agencies, Public Policy, "Statistical Data Identificer." Bureau of Labor Statistics

Administration, "Public Agencies, Fublic Policy, "Statistical Data Identifiers—"Bureau of Labor Statistics
This book describes various aspects of the historical development of the Bureau of Labor Statistics (BLS). The first chapter, entitled "Origins," sketches the factors leading up to authorization of the BLS in June 1884. A chapter entitled "Carroll Wright Setting the Course" discusses the views and contributions of the BLS's first commissioner. The next chapter covers the studies for economic and social reform that were undertaken during the administration of the bureau's second commissioner. Charles Neill. The BLS's history during the pre-World War I recession and war years, when Royal Meeker headed the bureau, are examined next. The fifth chapter is devoted to Ethelbert Stewart's term as commissioner of the BLS, which lasted from 1920 to 1932. The BLS's efforts to meet the emergency demands imposed on it first by the lasted from 1920 to 1932. The BLS's efforts to meet the emergency demands imposed on it first by the Great Depression and then by the New Deal agencies that were created to deal with the Depression are discussed against the framework of Isador Lubin's term as BLS commissioner. Ewan Clague's term as BLS commissioner. Ewan Clague's term as BLS commissioner (from 1946 to 1965) is discussed in terms of the expanding role that economic indicators began to play in the BLS. The eighth chapter summarizes the limited terms of the eighth chapter summarizes the limited terms of the eighth chapter summarizes the limited terms of the batter of Janet L. Norwood, who was well into her second term as commissioner when the book was published. A brief discussion of the BLS's continuing mission, an appendix describing BLS publications, source notes for each chapter, and an index conclude the book. (MN) conclude the book. (MN)

ED 289 037

The Veterans' Job Training Program. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundredth Congress, First Session (Galesburg, Illinois, Schererville, Indiana).

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Pub Date—15 Jun 87

Note—129p.; Serial No. 100-18. Portions of document contain small print.

ment contain small print.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington, DC 20402.

U.S. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)
EDRS Price - MP01/PC06 Plas Postage.
Descriptors—Educational Benefits, Educational Legislation, \*Educational Needs, Employment Programs, Federal Legislation, \*Job Training, Outcomes of Education, Postsecondary Education, Program Effectiveness, \*Program Improvement, \*Veterans, \*Veterans Education Identifiers—Congress 100th
This congressional report contains testimony that was given in reference to proposed amendments to improve the Veterans Job Training Program. Testimony by representatives of the following agencies, businesses, and organizations is included: the Chicago Veterans Administration Regional Office, the Peoria Vet Center, the Quad Cities Vet Center, J and J Dog Supplies, the Illinois Department of Employment Security, Canton Industrial Corporation, the U.S. Department of Labor, the Veterans Advisory Council of the 17th Congressional District of Illinois, the Vietnam Veterans of America, Felt Industries, the Ford-Alexis Motor Company, Hillcrest Liquor, the American Legion, Helis Hydraulics the Military Order of the Purple Heart, the Veterans Services Division of the Veterans Administration, and the Indiana State Employment Service. (MN)

CE 049 207 Schiller, M. Rosita, Ed. And Oth ers ollaborative Research in Allied Health, Proceed-ings of Collaborative Research in Allied Health Symposium, 1986 (Columbus, Ohio, September

18, 1986). Ohio State Univ., Columbus. School of Allied Medical Professions.

-263p.; For a related document, see CE 049

cal Professions.
Pub Date—86
Note—263p; For a related document, see CE 049
208.
Available from—School of Allied Medical Professions, Ohio State University, 1583 Perry Street,
Room 106, Columbus, OH 43210 (S12-00).
Pub Type—Collected Works - Proceedings (021) —
Reports - Research (143)
EDRS Price - MP01/PC11 Plus Postage.
Descriptors—\*Allied Health Occupations Education, Cooperative Planning, Educational Needs,
"Educational Research, Educational Strategies,
Global Approach, Health Needs, "Health Services, Rostsecondary
Education, Research Design, "Research Methodology, Research Needs, "Faching Methods
The following papers are included: "Collaborative
Research: Lessons from the Tower of Babel" (Baldwin); "Establishing a Data Base for Intrainstitutional Research in the Allied Health Professions" (Von Son, Beiley); "Determining Research Needs in a School of Allied Health Professions" (Von Son, Beiley); "Determining Research Needs in a School of Allied Health Professions" (Von Son, Beiley); "Determining Research Needs in a School of Allied Health Professions" (Von Son, Beiley); "Determining Research Needs in a School of Allied Health Professions" (Von Son, Beiley); "Determining Research Needs in a School of Allied Health Professions" (Von Son, Beiley); "Determining Research Needs in a School of Allied Health Professions" (Von Son, Beiley); "Determining Research Needs and Schotter et al.); "Surveying Research Interests and Needs of Allied Health Educators" (Ballinger et al.); "Collaborative Research between the Allied Health Professions" (Lehmann); "The Interdisciplinary Approach to Health Education (Schotter) (Wilson, Poincetter); "An Interdisciplinary Approach to Non-verbal Communication" (Skoloda et al.); "Autologous Transfusion: Interdisciplinary Approach to Non-verbal Communication" (Skoloda et al.); "Autologous Transfusion: Interdisciplinary Approach to Non-verbal Communication" (Skoloda et al.); "Autologous Transfusion: Interdisciplinary Poproach to Non-verbal Communication" (Skoloda et al.); "Autologous Trans

ED 289 039 CE 049 208

Schiller, M. Rosita, Ed. And Others Collaborative Personal Schuter, M. Rostia, Ed. And Others: Collaborative Research in Allied Health. Proceed-ings of Collaborative Research in Allied Health Symposium (Columbus, Ohio, September 20, 1985). Ohio State Univ., Columbus. School of Allied Medi-

cal Professions.

Note—182p.; For a related document, see CE 049 207. Available from-School of Allied Medical Profes

Available from—School of Allied Medical Professions, Ohio State University, 1583 Perry Street, Room 106, Columbus, OH 43210 (\$12.00). Pub Type—Collected Works-Proceedings (\$021) — Reports-Research (143)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—'Allied Health Occupations Education, Cooperative Planning, Educational Needs, "Educational Research, Educational Strategies, Global Approach, Health Needs, "Health Services, Interdisciplinary Approach, "Medical Research, "Medical Services, Postsecondary Education, Research Design, "Research Methodology, Research Needs, Teaching Methods The following papers are included: "Consortia

and Collaborative Research: Getting Started" (Hansen); "Coordination of the Health Care System in the State of Michigan" (Burian, Boyden, Herbert); "Health Promotion and Disease Prevention in Alied Health" (Doiron, Douglas); "Interprofessional Collaboration in the Analysis of Public Policy" (Dunn); "Surveying Research Interests of Allied Health Professionals" (Schiller); "Interprofessional Education and Attitude Change" (Casto, Nystrom, Burgess-Ellison); "Professional Team Building as a Curricular Experience" (Von Son, Bailey); "Role-Modeling Health Promotion and Disease Prevention for Medical Laboratory Personnel" (Cornish); "Perceived Continuing Education Needs of Allied Health Department Heads" (Brunner); "Home Peak Flow Monitoring in the Asthmatic Child" (Samson, Gentlesk); "Collaborative Research on the Treatment and Prevention of Hymolytic Disease of the Newborn" (Waheed et al.); "Prospective Study of Number Eight French Feeding Tubes in the Clinical Setting" (Snyder, Horvath, Senchak); "Serological Studies on the Red Cells of a Gorilla Family" (Unsicker et al.); "The Living Laboratory: An Allied Health Collaboration with Architecture and Engineering" (Sultz); "A Model for Rural Elderly Health Needs Assessment" (Allen); "Cost Containment Strategies for the Laboratory and Their Effect on Sample Volume" (Lehman, Leiken, Fass); "Responding to the Challenges of Tomorrow: Changes in the Dissemination of Pre-treatment Fixation on the Indirect Avidin-Biotin Complex Immunofluorescent Assay for Platelet Antibodies" (Jaskowiak, Kennedy); "Evaluation of an Indirect Avidin-Biotin Complex Immunofluorescent Assay for Platelet Antibodies" (Lafrado et al.); "Critical Factors Associated with Substance Abuse and Chemical Dependency among Nurse Anesthetists" (Norris); "Occupational Therapy Interventions and Collaborative Research: Getting Started" (Han-"Critical Factors Associated with Substance Abuse and Chemical Dependency among Nurse Anesthetists" (Norris); "Occupational Therapy Intervention with Down's Syndrome Children" (Prendergast); "Platelet Utilization Review" (Waheed et al.); "Analysis of the Effects of Inhaled Diesel Exhaust on the Alveolar Intravascular and Interstitial Cellular Components of Rodent Lungs" (Wallace, Salley, Barnhart); "Graft Versus Host Disease and Lymphocytotoxic Anthodies in Rome (Wainzee, Sairy, Barnandy, Graft Versus rioss, Disease and Lymphocytotoxic Antibodies in Bone Marrow Transplant Patients" (Williams et al.); and "Discussion and Planning for an Allied Health Research Consortium" (Snyder). (MN)

ED 289 040
Allen, William T.
A Consumer Guide to Transition Phanning for Students, Parents and Advocates.

Area IV Developmental Disabilities Board, Napa,

Pub Date-1 Jan 87

Pub Date—I Jan 87

Note—14p.; Prepared for the Sonoma County Transitions Project.

Available from—Area IV Board, 1700 Second St., Suite 384, Napa, CA 94559.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Disabilities, Educational Needs, "Educational Planning, "Education Work Petsionship "Exceptional Parsons Guide." Work Relationship, \*Exceptional Persons, Guide-lines, \*Individualized Education Programs, Mental Retardation, \*Needs Assessment, Secondary Education, \*Special Education, Student Needs This workbook was written to help students, par-

ents, and support staff prepare "transition plans" to help students with disabilities get ready for living in the adult world. (Such transition planning should start four to five years before students leave school.) Written in simple language and short sentences, the methods, contains among acciding. The accident Written in simple language and short sentences, the workbook contains seven sections. The sections cover the following topics: what the workbook is about, terms everyone should understand, some things to think about, knowing strengths and needs, deciding what to work on, getting ready for the transition plan meeting, and a checklist for the meeting. The workbook asks questions and provides space for students/parents to answer them in order to think about what should be in the transition plan.

ED 289 041 CE 049 21 Marsick, Victoria J. Action Learning: A Strategy for Empowering Man-CE 049 212

Pub Date-22 Oct 87

Note—14p.; Paper presented at the Annual Meet-ing of the American Association for Adult and Continuing Education (Washington, DC, October Pub Type - Information Analyses (070) - Opinion

Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business Administration, Communication Problems, \*Creative Thinking, Decision Making, Decision Making, Skills, \*Esperiential Learning, \*Information Seeking, \*Information Utilization, Learning Strategies, Lifelong Learning, \*Management Development, Postsecondry Education, \*Problem Solving, Process Education, Skill Development.

Education, \*Problem Solving, Process Education, Skill Development
Action learning is a potentially empowering management development strategy-empowering to managers and through them to employees. The core of the action learning process is similar to the empowerment process identified by Freire (1973), although the context of these approaches is very different: praxis. Praxis involves critical reflection or experience that leads one to see a problem in an different: praxis. Praxis involves critical reflection on experience that leads one to see a problem in an entirely new way, to reformulate the problem, and to try out new strategies to solve the problem, many of which involve collaborative action with peers. In both approaches, participants become aware of the way in which taken-for-granted sociocultural norms have often been internalized and acted out without questioning. Although action learning is in some ways a very practical learning strategy, it departs from many of the purely behaviorist orientations to learning because its emphasis is not on shaping the individual to a predefined standard. Instead, it works from within to assist the individual in seeing his or her individual and social reality from different perspectives. The focus is not first and foremost on solving a problem more effectively, but on properly perspectives. The focus is not first and foremost on solving a problem more effectively, but on properly naming the problem before one even begins to think of strategies for its solution. In this way, it is suited to the challenge of today's managers who must take a proactive role in creating and managing change before they are overwhelmed by its effects. (KC)

CE 049 213

CE 049 2. Eckles, Stephen G. Miller, W. Wade Perceptions of 1987 Master Gardener Participants toward the Use of Satellite Telecommunications for Educational/Extension Delivery. Pub Date—87

Note-55p.

Pub Date—87
Note—55p.
Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, \*Agricultural Education, \*Communications Satellites, Delivery
Systems, \*Distance Education, Educational Research, \*Extension Education, #Horticulture,
\*Participant Satisfaction, Student Attitudes
The 1987 Master Gardener program was presented at 16 locations in lowa, where weekday sessions were supplemented with Saturday satellite
telecasts. This cooperative extension service program provided special training in horticulture to
members of the local community who would then
work as volunteers through their local cooperative
extension office to provide horticulture-related information to their community. Telecasts consisted
of pretaped segments that alternated with phone-in
question-and-answer sessions. A questionnaire collected data from 174 participants regarding the perceived effectiveness of this teaching method. The
delivery method was economically feasible. The
majority of the respondents were satisfied with the
satellite portions of the program and were favorably
disposed toward use of satellite telecommunications
for other extension uses and for education in general. Nearly 98 percent indicated that the telecasts
were either well done or very well done. Almost 90
percent said they would be willing to attend future
extension programs using satellite delivery. Complaints were in two areas: technical problems and
the speed at which the broadcasts presented the
material. (The instrument is appended.) (YLB)

Study Plan for the National Assessment of Vocational Education.

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Pub Date—Dec 86

Note—28p.; For a related document, see ED 283

020.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— Compliance (Legal), 'Educational Assessment, Educational Planning, Educational Policy, 'Federal Legislation, Federal Programs, Postsecondary Education, Program Effectiveness, Program Evaluation, 'Program Implementation, Program Validation, 'Research Design, Second-

ary Education, Summative Evaluation, \*Vocaal Educatio

Identifiers—\*Carl D Perkins Vocational Education Act 1984, \*National Assessment of Vocational Education

Education
The Carl D. Perkins Vocational Education Act of 1984 mandates that the U.S. Department of Education conduct a National Assessment of Vocational Education. The National Assessment, designed following staff research and the input of experts who met in Washington, D.C. in September 1986, will focus on five broad areas: implementation of the Perkins Act, vocational education for special populations, conditions of secondary vocational education, conditions of postsecondary vocational education, and the changing economy and its skill requirements. A number of research studies will be conducted in each of these areas in order to assess the effectiveness of the vocational education proconducted in each of these areas in order to assess the effectiveness of the vocational education pro-grams mandated by the Perkins Act. The National Assessment will produce a final report in January 1989, with two interim reports scheduled for Janu-ary 1988 and July 1988. (KC)

ED 289 044 CE 049 219

Tanous, Cynthia Adult and Community Education Program Review

Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.
Pub Date—86

Pub Date—86
Note—60p.; Revision of 1985 edition prepared by
R. K. Poulson.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Adult Education, Community Characteristics, \*Community Education, Data Analysis, \*Data Collection, Educational Assessment, \*Evaluation Criteria, \*Evaluation Methods, Interviews, Money Management, Postsecondary Education, Program Content, \*Program Evaluation, Records (Forms), School Community Relationship

tionship
This guide is intended for use in conducting a
review of adult and community educational programs. The procedures explained in the manual are
geared toward conducting a program evaluation
that is intended to (1) serve as an educational tool
that is intended to (1) serve as an educational tool that is intended to (1) serve as an educational tool that program practitioners can use in gaining a better understanding of the ways in which their program should be operated and (2) be supportive of local adult and community education programs by recognizing activities that are commendable and by making recommendations that are primarily geared to strengthening the program under review. The first of the guide's four sections covers the following aspects of the review process: review team selection, characteristics that review team members should possess, review team responsibilities, development of a sample agenda and program review process checklist, review documents, exit interviews, and of a sample agenda and program review process checklist, review documents, exit interviews, and written evaluation reports. Demographic information, organizational charts, and previous program review reports are discussed in the chapter on gaining an overview of the community in which the program is being offered. The third chapter outlines procedures for collecting and analyzing data on the following areas: program philosophy and policies; program content (with separate sections on general; vocational; high school completion; and literacy, adult basic education, and English-sa-se-second-language programs and programs for disabled persons); personnel; community linkages; physical environment; and financial management. The fourth section is a sample evaluation report. (MN)

The Fourth R: Workforce Readiness. A Guide to Business-Education Partnerships.
National Alliance of Business, Inc., Washington,

DC Spons Agency—Department of Labor, Washington, D.C.

Report No.—ISBN-0-88713-810-1 Pub Date—87

Note-61p.; Appendixes are printed on light grey

paper. Available from-National Alliance of Bur Available from—National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 (\$10.00; bulk discounts available). Pub Type—Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—\*Business Responsibility, Case Studies, \*Cooperative Planning, \*Cooperative Programs, Coordination, Educational Cooperation,

\*Education Work Relationship, Program Content, Program Development, \*School Business Relationship, Secondary Education, \*Transitional Programs, Vocational Adjustment Identifiers—\*Boston Compact

This guide is intended to explain the types of partnerships that business can form with education to prepare students to enter and make a successful adjustment to the demands of the workplace. The first chapter discusses the consequences for business of an ill-prepared work force and examines the issues of the quantity and quality of workers, with special attention to the problems posed by the dwindling entry-level work force and the increasing mismatch between workplace needs and worker skills. The return on business investment in education (including development of a literate and better-trained work force, a better business climate in the community, and a better national competitive edge in the global marketplace) are examined next. The third chapter, which is a case study in the development of a business-education partnership, outlines the history, outcomes, and lessons learned from the Boston Compact (a school-business partnership that was formed to improve attendance, reduce the dropout rate, improve performance levels, and increase college and job placement rates among students enrolled in Boston's public schools). Multilevel partnerships as well as partnerships in policy, systemic educational improvement, management, teacher training and development, the classroom, and special services are explained. Assessing community needs and building a school-business partnership are the focus of the final chapter. Appendixes include selected partnership profiles, an index of programs referred to, and selected references and lists of associations and organizations. (MN)

CE 049 223

Wells, Risa L.

Marketing in Adult Education. A Critical Review
of Literature.

Pub Date-87

Pub Date—8/ Note—24p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, \*Ethics, \*Information Dissemination, \*Institutional Advancement, Literature Reviews, \*Marketing, Salesmanship, \*Postages. \*Student Recruitment Identifiers—\*Market Analysis, Market Research,

"Student Recruitment Identifiers—"Market Analysis, Market Research, Market Segmentation
In the literature on marketing in adult education there is much debate on the ethics of marketing educational programs; although many individuals have written about the potential negative impacts of big business and high-pressure advertising in education, others have viewed marketing as an acceptable process that attempts to establish mutually satisfying exchange relationships between those who provide and need services. The debate is continued in the literature devoted to marketing style is contrasted to more balanced approaches to marketing. Much has been written about the marketing mix in adult education—a concept according to which marketing is a mix of price, place, promotion, and product. A great deal of the literature on market segmentation and market selection focuses on the fact that effective application of the marketing mix concept requires knowledge about the consumer and about the different ways in which markets are segmented (occupationally, demographically, geographically, and psychographically). The distinctions between and relative advantages of undifferentiated, differentiated, and concentrated marketing are also covered in the literature on amplications of marketing principles in adult education deals with marketing in non-profit organizations, the importance of a marketing plan, and marketing as a change agent in adult education. (MN)

ED 289 047 CE 049 224 Wells, Rita L. Goetz, Douglas N.
Adult Education in the Union of Soviet Socialist Re

Note—26p.
Pub Type— Information Analyses (070)

Note—Zep.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Adult Education, \*Educational Environment, \*Educational Objectives, Educational Practices, Foreign Countries, \*Industrial Training, Inplant Programs, \*Nonformal Education,

Open Education, Open Universities, Postsecond-ary Education, School Role, \*Sociocultural Pat-

tifiers-\*USSR

The Soviet government has consistently relied upon the country's educational system, including adult education, to advance its ideological, social, and economic goals. In the Soviet Union, education and economic goals. In the Soviet Union, education has been used to promote Soviet identity, minimize the impact of religion, advance the status of women, and help increase worker productivity. Adult education programs have many different purposes, including eliminating illiteracy, raising occupational skill levels, attaining a 100-percent secondary school completion rate, raising ideological and political levels, and encouraging cultural enrichment and constructive use of leisure time. All of the country's adult education programs are regulated by the accurate of the program and the program of the adult education programs are regulated by the gov ernment. They are completely government financed and are free to adult learners. Virtually all adult education takes place on the students' own time. Both formal and nonformal programs make up the country's adult education system. The formal country's adult education system. In a formal school programs for adults integrate adult education courses into the existing framework of secondary, vocational, or higher education. The curricula of evening, correspondence, and day classes are largely the same. Approximately 13 million Soviet citizens are enrolled in over 47,000 people's universities. These universities combine features of formal field the control of the c and nonformal education. Although they have defiand nonformal education. Attribugat they have can inte curricula and academic programs, they do not purport to provide a standardized body of knowl-edge. Many students attend them to prepare for exams given at work or through other schools; in and of themselves, certificates of completion from people's universities do not give individuals any ad-ditional rights or status. Museums, libraries, clubs, theaters, and cultural centers are other providers of nonformal, nonschool programs for adults. Trade unions play a large role in workplace educational programs, which are primarily intended to improve orker productivity. (MN)

ED 289 048
Alternativas. A Bilingual Vocational Model Program and Curriculum.
Elgin Community Coll., Ill.
Spons Agency—Illinois State Board of Education,
Springfield. Dept. of Adult, Vocational and Technical Education.

cal Educatio

Pub Date—Jun 87 Contract—REP-87-11-B-2-4

Couract Cour lingual Materials (171) EDRS Price - MF01/PC06 Plus Postar

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavioral Objectives, \*Bilingual Education, Career Awareness, Community Colleges, Displaced Homemakers, \*Job Placement, \*Job Training, Learning Activities, Lesson Plans, Limited English Speaking, Models, \*One Parent Family, Postsecondary Education, Prevocational Education, \*Spanish Speaking, \*Vocational Education, Vocational English (Second Language), \*Workshoe

Workshops
This guide is intended for use in conducting a This guide is intended for use in conducting a 2-week, 30-hour career awareness and job readiness workshop for limited-English proficient, Spanish-speaking displaced homemakers and single parents. The workshop includes bilingual instructional materials dealing with the following topics: identifying interests and skills, setting goals, understanding the labor market, entering the labor market, completing job applications and writing resumes, taking a ich interview, and planning a course of study and a job interview, and planning a course of study and a career. The first part of the program guide de-scribes the materials included in the workshop cur-riculum manual; discusses the qualifications needed by workshop facilitators; and outlines procedures for publicizing the workshop, determining program eligibility, organizing necessary supportive services (including transportation and child care), presenting (uncluding transportation and child care), presenting the workshop, organizing individual planning ses-sions to be held after the workshop, making refer-rals, helping workshop participants begin training or find a job, and conducting workshop follow-up acfind a job, and conducting workshop follow-up ac-tivities. The first five sessions outlined in the curric-ulum guide are intended to help participants improve their self-esteem, and the second five ses-sions cover techniques for finding jobs and/or edu-cational and training opportunities. Each session outline contains a goal, objectives, activities and procedures for implementing them, instructor guidelines, and related bilingual instructional materials (including sample forms and handouts). (A project report is included with the program guide.) (MN)

CE 049 230 ED 289 049

Clapp. Patricia
Part-Time Teaching As Career Development.
Pub Date—May 87
Note—17p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).

19-24, 1987).

Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors— "Career Development, "Education
Work Relationship, Foreign Countries, Higher
Education, "Motivation Techniques, "Part Time
Faculty, "Program Content, Program Development, Relevance (Education), School Business
Relationship, "Staff Development, Transfer of
Training

In continuing education and college programs throughout Canada, the vast majority of teaching is done by part-time adjunct appointees, most of whom have other work that occupies a major portion of their work lives. Another simultaneously developing trend is that of the increasing efforts by a weight of occupies to encourage another to variety of organizations to encourage workers to assume primary responsibility for their career growth. The Faculty of Continuing Education at the University of Calgary has an ongoing program of studies in management development that relies heavily on part-time instructors recruited from the neavily on part-time instructors recruited from the community at large. The time pressures on these instructors (because they usually have a full-time job in addition to their teaching responsibilities), their lack of ongoing physical contact with other faculty and staff, and the fact that their area of ex-mention is a technical failed eather than the contact. pertise is a technical field rather than pedagogy are all serious constraints that have had to be addressed in designing a staff development program for part-time instructors. One strategy that has been successful in the university's staff development pro-gram has been to stress the fact that teaching is career development and that many of the skills needed by teachers (and addressed in the staff development program)—including planning, communicating, scheduling activities cating, scheduling activities, creating an effective climate, relating things to units in a larger system, supervising and motivating others, and evaluating performance-are indeed transferable to many management situations. The use of a collaborative approach to training development and solicitation of outside expertise are two other features of the uni-versity's staff development program for part-time instructors. (MN)

CE 049 232

ED 289 050 CE 049 232 Purks, Marie A. And Others
Characteristics of Effective Secondary Vocational Education Programs for Special Populations.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87

ucation (ED), Washington, DC.
Pub Date—87
Grant—G008620030
Note—114p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administrator Characteristics, Classroom Environment, Curriculum Development,
\*Disabilities, \*Disadvantaged, Educational Facilities, Financial Support, Limited English Speaking, Nontraditional Occupations, One Parent
Family, Program Content, \*Program Effectiveness, Program Content, \*Program Effectiveness, Program Evaluation, School Community
Relationship, Secondary Education, Sex Bias, Sex
Stereotypes, \*Special Education, \*Special Programs, Student Evaluation, Teacher Characteristics, \*Vocational Education
Identifiers—\*Special Needs Students

Identifiers—\*Special Needs Students
A study examined the characteristics of effective econdary vocational education programs for a variety of special needs populations (disabled, disadvantaged, and limited English proficient individuals; taged, and limited Enguin proficient individuals; single parents; and persons enrolled in programs to eliminate sex bias and sex stereotyping). The follow-ing eight states were studied: California, Colorado, Nebraska, New Hampshire, North Carolina, Ohio, Pennsylvania, and Texas. Data were collected from a review of the literature, site visits to local schools, and a mail questionnaire to state coordinators of

secondary vocational education programs for spe-cial populations. Encouragement of parental and community involvement, class sizes ranging from 11-15 students, and positive social interactions be-11-15 students, and positive social interactions between special population and nonspecial population students were all associated with program success. Successful programs appeared to have staff members who were willing to experiment, were nonbiased toward special populations, served as positive role models, and had experience in both their subject area and methods of teaching special populations. Most successful programs coordinated sources from multiple funds to maximize their effective use. Preassessment of learning styles and appearance of the programs of the styles. sources from multiple funds to maximize their effective use. Preassessment of learning styles and special problems, individual education plans, readiness to modify curricula to meet individual needs, and supportive services all appeared linked to program success. It was concluded that program evaluations should focus on a variety of input, process, and outcome variables and that student evaluation should include assessment of students' skill development and personal growth related to attitudes and behaviors. (MM)

CE 049 233 ED 289 051 Units of Instruction in Landscape and Nursery Management.

Management. lowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education. Pub Date—87

Pub Date—87 Note—54p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Agricultural Education, Behavioral
Objectives, \*Landscaping, Learning Activities,
Lesson Plans, \*Nurseries (Horticulture), \*Nurs-Lesson Plans, Numbernes (Fortucature), Numbernes ery Workers (Horticulture), \*Ornamental Horticulture, Secondary Education, Teacher Developed Materials, Units of Study, \*Vocational Education

This set of teacher-developed instructional units is This set of teacher-developed instructional units is intended for use in secondary-level vocational agriculture courses dealing with landscape and nursery management courses. The following topics are covered in the individual units: identification of landscape plants, selection of landscape plants, understanding soils and fertilizers, water management and irrigation, techniques for developing and drawing landscape plans, procedures for pruning and training ornamental trees, methods of translanting trees and shrubs, insect and disease identification. drawing landscape plans, procedures for pruning and training ornamental trees, methods of trans-planting trees and shrubs, insect and disease identi-fication, house plant care and production, containers and structures, care of mature trees, hor-ticultural mechanics, pesticide use and safety, retail ticultural mechanics, pesticide use and safety, retail horticulture skills, retail sales and appropriate attitudes, and steps in establishing wildlife habitats. Each unit includes a title page, teaching outline, and learning activities. The title page includes the unit title, unit goal, and unit performance objectives. The teaching outline describes the unit in terms of the information, skills, and knowledge that should be presented. The learning activities list in each unit provides recommended or suggested activities and procedures for presenting them. (MN)

Atkinson, Karen A.

A Handbook for Developing and Establishing
Apprenticeship Programs in Michigan's Correctional Institutions.

Michigan State Dept. of Corrections, Lansing.

Pub Date—Oct 86

Pub Date—Oct 86
Note—183p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Adult Education, "Apprenticeships,
"Correctional Education, Correctional Institutions, Postsecondary Education, "Program Development, Program Implementation, Standards
Identifiers—"Michigan
This handbook describes how apprenticeship programs may be developed and established in a correctional institution. Advantages and disadvantages of an apprenticeship, Michigan State policy, and definitions of terms are presented in the first three secs of terms are presented in the first three sec-The various steps in development and tions. The vanous steps in development and implementation of an apprenticeship program are discussed in the remaining sections. They include administering apprenticeship program standards; types of apprenticeship programs (complete and cluster); registering the program standards; devel-oping program standards; enrolling the apprentices; oping program standards; enrolling the apprentices; beginning the apprentice; programming the appren-tice; maintaining the apprentice; concerns such as wages, conduct and discipline, and complaint proce-dure; graduating and placing the apprentice/craftworker; and modifying the standards. Extensive ap-pendixes forming the bulk of the document include a list of apprenticeable occupations, standards model for correctional institutions, state apprentice-ship core programs, sample forms, and policy direc-tives applicable to apprenticeships in correctional institutions. (YLB)

CE 049 278

ED 289 053

McKinney, Floyd L. And Others

Factors Influencing the Success of Secondary/Postsecondary Vocational-Technical Education
Articulation Programs.

Ohio State Univ., Columbus. National Center for
Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—88

Grant—G003620030

Note—137p.

Grant—G0038-20030
Note—137p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—"Articulation (Education), Goal Orientation, "Institutional Cooperation, Postsecondary Education, "Program Effectiveness, Program
Evaluation, Secondary Education, "Success, "Vocational Education
A study determined the degree of success that

A study determined the degree of success that institutions achieve in meeting their articulation program goals. Data were collected through literature review, questionnaires to 462 secondary and postsecondary institutions, and visits to five exemplary articulation sites. Study respondents reported that they were most successful in reaching the articulation study. ulation goals of program improvement and in-creased service to students. Increased service to employers and student retention were moderately successful outcomes. The study also identified fac-tors contributing to institutions being able to achieve their outcomes: articulation as a high priorachieve their outcomes: articulation as a high priority of state education officials; effective interpersonal relations; strong commitment by local administrators; open communication channels; well-written, carefully planned articulation agreement; modest goals; initial and continuing commitment and leadership by key institutional personnel; effective local leadership; well-developed curricula; remediation services; transportation services; program promotion; and impartial program coordination. Recommendations were made for practitioners regarding key factors to consider when implementregarding key factors to consider when implementing articulation programs or modifying such pro-grams. (The instrument is appended.) (YLB)

Stinehart, Kathleen And Others
Originating Conferences and Credit Courses. Using WOI Satellite Transmission. A Basic Guide.
Iowa State Univ. of Science and Technology, Ames.
Office of Continuing Education.

Pub Date

Pub Date—87
Note—15p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Broadcast Reception Equipment,
Check Lists, \*Closed Circuit Television, \*Communications Satellites, Continuing Education,
Distance Education, \*Educational Television,
Postsecondary Education, \*Production Techniques, Program Development, \*Teleconferencing, \*Telecourses, Television Studios, Video Equipment

Equipment Identifiers—\*Iowa State University

This guide was developed to help administrators and educators plan and implement videoconferences and credit courses using the Iowa State University studios (WOI). In a short narrative format, versity studies (WOJ). In a snort narrative format, the guide leads the reader through the videoconference or course process. The guide is organized in three sections. The first section presents an overview of the process, including information on what videoconferencing is, the signal path, the transponder, the studio, return audio, the "footprint"—the area covered by a satellite's signal, live versus video-tape programs, and downlink arrangements. The tape programs, and downmix arrangements. In escond section explains how to get started. Topics covered are making the initial contact, scheduling, marketing your event, and planning the budget. The final section covers planning for effective satelaite-delivered instruction. The guide ends with a "start-to-finish" checklist to help the reader plan a sleeconferencies project (MCD). eleconferencing project. (KC)

CE 049 280 Cichon, Donald J. And Others

Promoting Local Adoption of a BVT Model: Final Report of the Training and Technical Assistance Project.

Project.
Research Management Corp., Dover, NH.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—Dec 87
Contract—300-86-0108

Note-188p.; For a related document, see CE 049 281.

Pub Type— Reports - Research (143) EDRS Price - MF01/PC08 Plus Posta

EDRS Price - MP01/PC08 Plus Postage.
Descriptors—Adoption (Ideas), Adult Education,
Adult Programs, \*Bilingual Education, \*Limited
English Speaking, Meetings, \*Program Development, \*Staff Development, \*Technical Assistance, \*Vocational Education
A technical assistance effort was conducted to

A technical assistance effort was conducted to help local agencies develop and implement bilingual vocational training (BVT) programs without direct federal support or to help agencies that provide some BVT-type services develop their programs into more extensive BVT models. A series of three regional meetings were held for prospective BVT programs. These meetings articulated the basic concepts of BVT models, presented resources, and led participants in preliminary planning for program implementation. Eight agencies were selected as aspirants that received customized on-site technical assistance to help develop and implement BVT programs. As a result, one project put in place a BVT morearm and three other projects developed BVT assistance to help develop and implement BVT programs. As a result, one project put in place a BVT program, and three other projects developed BVT programs to a point where they were awaiting clearance of external factors to implement them fully. Two of those three were expected to be operating shortly. Recommendations were made for the continued support of the type of technical assistance that was provided. (Sample materials are appended.) (YLB)

CE 049 281

ED 289 056
CE 049 281
Promoting Local Adoption of Bilingual Vocational
Training Models. Regional Meetings (New York
City, New York, January 26-28, 1987; Oakland,
California, Febrary 9-11, 1987; Houston, Texas,
February 23-25, 1987).
Research Management Corp., Dover, NH.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date-37

Pub Date—87
Contract—300-86-0108
Note—264p.; Some sections printed on colored paper. For a related document, see CE 049 280.
Pub Type—Collected Works - Proceedings (021)—Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.

bks Trice - Mrov FCH Fus Postage escriptors - Adoption (Ideas), Adult Education, Adult Programs, \*Bilingual Education, \*Limited English Speaking, \*Program Development, \*State Development, \*Vocational Education, Vocational

Development, "vocational Education, vocational English (Second Language)
This guidebook is designed as a workbook and resource for workshop participants at regional meetings on bilingual "ocational training (BVT). Since the book was intended to be introduced as parts of the book was intended to be introduced as parts of lecture, discussions, or participatory exercises in the workshops, not all is necessarily self-explanatory. The book treats only selected topics in BVT, including overview of BVT, assessing the job market, assessing students, BVT networks, BVT materials, private sector linkages, vocational/language coordination, funding sources, and action planning/proposal writing. Topics are treated through one or more of the following: brief narrative descriptions of concepts, research findings, or program development steps; resource materials or people available; learning and discussion worksheets; and supplementary articles. The final section includes two bibliographies. The annotated bibliography contains abstracts of selected documents of interest to BVT practitioners. The master bibliography lists in citation form all of the documents that have been previously cited in the small bibliographies found at the end of most of the sections. (YLB)

Roth, Gene L., Ed. Walter, Richard, Ed.
The Trade and Industrial Education Research
Committee, Proceedings of the Carousel Session,
American Vocational Conference (Las Vegas,

Nevada, December 1987).
American Vocational Association, Alexandria, VA.
Trade and Industrial Education Div.

Pub Date-Dec 87

Note—34p.
Pub Type— Collected Works - Proceedings (021) —

Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Cognitive Style, Comparative Analysis, "Computer Assisted Instruction, Conference Proceedings, Drafting, Educational Research, Learning Strategies, Teacher Attitudes, "Teacher Educator Education, "Teaching Styles, "Trade and Industrial Education, "Vocational Education

Teachers
Identifiers—\*Computer Assisted Design
This document presents three papers dealing with
trade and industrial education research. "Educating
the Vocational Teacher Educator" (Clyde Knight)
reports a study to identify needs of vocational reports a study to identify needs of vocational teacher educators to improve existing programs and make necessary changes in doctoral programs. The Relationship between Perceived Learning Style and Teaching Style of Occupational Educators" (Ray Sanders, Michael Galbraith) presents findings of a study to examine the perceptual learning modalities of junior college occupational educators and how they thought they learned best and to compare this learning style preference to the teaching methodologies used in their instructional situations. "A Comparison of Beginning Drafting Achievement between Students Using Traditional Equipment and Students Using Computer Aided Design and Drafting Equipment" (Dennis Murphy) reports that no significant difference was found in the schievement of beginning drafting competencies between students using computer-aided design and drafting tools. (YLB)

EAS 439 USB

Silverman, Eda Hanna, Joyce
Test Auxiety Reduction. Student Workbook.
CORA-Neumann Program, Philadelphia, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Advisory Services.
Pub Date—May 87
Contract—98-7018
Note—28n.: Fac additional Contract—98-7018

Note-28p.; For related documents, see CE 049 286-287.

Pub Type—Guides • Classroom • Learner (051)
EDRS Price • MP01/PC02 Plus Postage.
Descriptors—Adult Basic Education, \*Behavior
Modification, \*Change Strategies, Coping, High
School Equivalency Programs, Relaxation Training, \*Stress Management, \*Test Anxiety, \*Test
Wiseness

Wiseness Identifiers—310 Project, \*General Educational De-

velopment Tests
This student workbook is intended for use in help-This student workbook is intended for use in helping teenage and adult basic education (ABB) students reduce their anxiety over tests in general and over the General Educational Development (GED) test in particular. Exercises are provided to help students analyze and understand their feelings about and while taking tests, recall the childhood messages that they received that have led to their test anxiety, analyze their strengths and weaknesses, learn about and prepare for taking a test at their designated test site, practice and learn general strategies for taking multiple-choice tests, develop individual test-taking strategies, learn basic relaxation techniques, and develop a plan to handle their test anxiety. (MN)

CE 049 286
Silverman, Eda Hanna, Joyce
Test Anxiety Reduction. Student Handbook.
CORA-Neumann Program, Philadelphia, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Advisory Services.
Pub Date—May 87
Contract—98-7018
Note—17a. Eac. with defeated. ED 289 059 CE 049 286

Note-17p.; For related documents, see CE 049 285-287.

285-287.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, "Behavior Modification, "Change Strategies, Coping, High School Equivalency Programs, Relaxation Training, "Stress Management, Student Developed Materials, "Test Anxiety, "Test Wiseness Identifiers—310 Project, "General Educational Development Tests

velopment Tests

This handbook is intended to illustrate to students that they are not alone in their fear of tests and to that they are not alone in their tear of tests and to help students reduce their own test anxiety. The handbook is a compilation of writings contributed by students who attended an adult basic education (ABE) program to prepare teenage and adult stu-dents to take the General Educational Development (GED) test. The poems, articles, and cros

uzzle included in the handbook reveal their authors' personal feelings about tests and explain how learning about methods to reduce test anxiety helped them to perform better in testing situations. (MN)

ED 289 060 CE 049 287

E.D 289 060 CE 049 287
Silverman, Eda Hanna, Joyce
Test Anxiety Reduction. Curriculum Guide.
CORA-Neumann Program, Philadelphia, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Advisory Services.
Pub Date—May 87
Contract—98-7018
Note—Als. For additional Contract—98-7018

Note-41p.; For related documents, see CE 049 285-286.

285-286.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC02 Plus Postugs.
Descriptors—Adult Basic Education, Behavioral
Objectives, \*Behavior Modification, \*Change
Strategies, Coping, High School Equivalency Programs, Learning Activities, Lesson Plans, Relaxation Training, \*Stress Management, \*Test
Assists\* \*Past Wiscess\* ation Training, \*Stress Management, \*Test Anxiety, \*Test Wiseness Identifiers—310 Project, \*General Educational De-

velopment Tests

vesopment Tests
This curriculum guide is intended to assist teachers in helping their adult and teenage students learn to cope with their test anxiety. The introduction examines some of the causes of test anxiety and its negative ramifications from the standpoint of class negative ramifications from the standpoint of class placement, class grades, employment opportunities, and job advancement. General guidelines for presenting the curriculum (which is designed to be incorporated into four 2-hour classes) to students are listed. Procedural outlines are provided for each of the four classes. The objectives and goals, instructional procedures, and validation methods to be used in each class are cross-referenced. The following are among the torics covered during the four ing are among the topics covered during the four classes: physical and emotional behaviors associated with test anxiety, test anxiety as a conditioned fear, with test anxiety, test anxiety as a conditioned fear, additional streasors experienced by minorities and women, general sources of test anxiety, childhood messages that lead to test anxiety, personal character traits that influence self-image, the connection between self-image and behavior, the phenomenon of catastrophicizing, strategies for reversing negative messages, strategies for taking reading and math tests, the benefits of exercise to reducing test anxiety, nyacial relaxation, atress reduction, methanxiety, physical relaxation, stress reduction, meth-ods of handling success, and ways of coping with anxiety. (MN)

ED 289 061 CE 049 288 GED Credibility and Acceptability. A Section 310

Contract—98-7004

Note—55p.; Some pages contain small, light print.
Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Adult Basic Education, "Credibility,
"Employer Attitudes, "Employment Practices,
Graduate Surveys, "High School Equivalency
Programs, High School Graduates, High Schools,
Outcomes of Education, "School Attitudes, State
Surveys Surveys

Outcomes of Education, \*School Attitudes, State Surveys
Identifiers—310 Project, \*General Educational Development Tests, Pennsylvania (Harrisburg)
A study examined the attitudes of Pennsylvania employers toward General Educational Development (GED) programs and the employment experiences of persons who have earned a GED certificate. The first of the study's surveys was mailed to 100 employers (including the 50 largest) throughout the state. Based on the surveys returned, the study sample was expanded to 178 employers to provide a sampling representing the different numbers of employees in a business, types of businesses, and geographic locations within the state. A 68 percent rate of return was obtained for the combined mailings. Additional data were obtained from a survey of GED graduates who had either been hired or been interviewed for employment since obtaining their GED certificate. When comparing persons holding GED certificates to persons who had earned regular high school diplomas, the employers tended to view the GED graduates as older, more highly motivated, and more mature than their high school graduate counterparts. The employers did not tend to associate either degree with a particular socioeconomic status. Nearly 50 percent of the em-

ployers surveyed were unaware of exactly what the GED test measured and tested. The most prevalent perception of the GED program by those who were familiar with it was that it offers persons a second chance at a diploma. Many employers expressed frustration over their lack of knowledge about the frustration over their lack of knowledge about the workings and benefits of the GED and recommended that more be done to publicize the benefits of and improve the public image of the GED program. (Appendixes include the various survey letters and forms, information about the employers included in the survey, and information on job availability and occupational demand in Pennsylvania and in the greater Harrisburg area.) (MN)

ED 289 062

ED 289 062

Family Literacy.
Altoona Area Public Library, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
Pub Date—30 Jun 97
Contract—98-7033
Note—12p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Programs, \*Eleginning Reading, \*Family Programs, \*Literacy Education, Outcomes of Education, Parents, Program Effectiveness, Tutoring Identifiers—310 Project, \*Project Head Start In light of research confirming the important effects of parents, \*Iteracy skills on their children's eventual acquisition of literacy skills, a project was undertaken in the Altoona Area School District in Blair County, Pennsylvania, to provide basic literacy training to a group of Head Start parents who were unable to read and who were on participating in an adult basic education (ABE) program. The acy training to a group of Head Start parents who were unable to read and who were not participating in an adult basic education (ABE) program. The project had four major objectives: provide basic literacy instruction to illiterate parents who were not currently being reached by the country's ABE program, counsel the targeted parents concerning the importance of reading as a family activity and as a method of improving children's chances for achieving success in school, provide opportunities for Head Start families to obtain reading materials for heir children to keep at home, and train adult non-readers to work with their preschool children on prereading skills. To promote the program, Head Start home aides disseminated literacy information to the parents with whom they were working. Those parents who were in need of the literacy program were interviewed and assessed by the literacy volunteer coordinator. Within a month, each parent was matched with a training literacy tutor who met with the adults on a one-to-one basis. Each family received seven books and a free subscription to "Sesame Street Magazine." At the end of the nine-month project, the adult students (who had been tutored between 1.5 and 4 hours each week) showed reading levels that had increased between 6 months and 2 years. It should, however, be noted that 50 percent of the audience originally targeted for the program chose not to participate, and up to 30 percent did not complete the program. (MN) for the program chose not to participate, and up to 30 percent did not complete the program. (MN)

ED 289 063

CE 049 292
Tutor Support Systems 1986-87.
Greater Pittsburgh Literacy Council, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
Pub Date—28 Aug 87
Contract—99-7006

Contract—99-7006
Note—33p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF0I/PC02 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, Adult Programs, Comparative Analysis,
Consultation Programs, Inservice Education,
\*Literacy Education, Mentors, Peer Counseling,
Resource Materials, "Social Support Groups,
Teaching Methods, \*Tutorial Programs, \*Tutors,
\*Volunteer Training, Workshoos.

Teaching Methods, "Tutorial Programs, "Tutoris, "Volunteer Training, Workshops Identifiers—310 Project
The Greater Pittsburgh Literacy Council tested four systems that could be used to provide supportive services to a minimum of 100 volunteer literacy ive services to a minimum of 100 volunteer literacy tutors. The following four support systems were developed: a program providing for telephone consultation by a reading specialist, informal meetings of volunteer tutors, workshop class reunions, and a tutor mentoring program. The informal local gatherings of tutors proved to be the best method of providing tutors with an opportunity for continued contact and support. The method was found to al-

low a great deal of flexibility in that the tutors were sow a great oean or heatomy in man the tunors were able to choose the times, locations, and frequency of their meetings. Because the tutors could share the responsibilities in making arrangements for the meetings, the staff coordinator did not need to attend each meeting. The workshop requinons were the accound most effective of the support systems tested. tend each meeting. The support systems tested. They were advantageous because they offered an opportunity to bring together volunteers who first met at their preservice training and thus helped the tutors develop a special sense of community. The telephone consultations with volunteer reading specialists did not work out as well as had been hoped and thus were rated third among the four methods and thus were rated third among the four meth tested. It was concluded, however, that, given cer-tain guidelines, the method can be an effective way of providing supportive services to volunteer tutor The mentoring strategy was poorly received by those participating in the test, perhaps because the tutors in the program preferred more solitary activi-

CE 049 293 ED 289 064

Molek, Carol Tools of the Trade. A Self Directed Job Search Program, Final Report. Tuscarora Intermediate Unit #11, McVeytown,

Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg. Div. of Adult Basic Education. Pub Date—26 Jun 87 Contract—98-7024

Note-52p.

vailable from—Advance, PDE Resource Center, Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17126-0333. Available from-

Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17126-0332. Pub Type—Reports - Descriptive (141) EDRS Price - MF01/PC03 Plus Postage. Descriptors—\*Adult Basic Education, \*Adult Programs, \*Career Education, \*Independent Study, \*Job Search Methods, Program Effectiveness, Program Implementation, Resumes (Personal), \*Workshops Identifiers—310 Project, \*Self Directed Search The Tools of the Trade project was undertaken to offer comprehensive job search assistance to adult basic education students in the form of career awareness workshops. The workshops covered the following topics: completing job applications, writing resumes, filling out skill cards, interviewing for a job, analyzing the job market, following up on job leads, networking, and making direct contact with employers. The project was highly successful, serving well over the planned number of clients (42 individuals served as opposed to the initial goal of 25 clients). Of the persons who completed the program, 43 percent (18 persons) are now employed, precent (3 individuals) have entered other training, and 19 percent (8 clients) have met other personal ehicctives. Another nine project participants (21 and 19 percent (8 clients) have met other person objectives. Another nine project participants (21 percent) were still actively engaged in job-hunting activities at the end of the project. The project's success is especially noteworthy since the community in which the project was undertaken, Miffin County, Pennsylvania, is a somewhat rural area in which unemployment is still a serious problem. This which unemployment is still a serious prooleem. I has project report contains many of the materials used during the workshops, including materials dealing with employer expectations, job objectives, skills identification, paper skills (pocket resumes, applications, skill cards, letter-writing guidelines, and resumes), phone contacts, interviewing, and follow up. A 90-item bibliography concludes the document (MIN)

ED 289 065 CE 049 294

ment. (MN)

Molek, Carol
"Ready-Set-ABE" To Ease Students' Transition
into ABE Level Level Studies.
Tuscarora Intermediate Unit #11, McVeytown,

Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg. Div. of Adult Basic Education. Pub Date—27 Jun 87 Contract—98-7023

Note-56p.; For related documents, see CE 049 295-298.

Pub Type— Guides - Classroom - London - Company - Compan \*Tutoring \*Tutoring 310 Project

Identifiers—310 Project
The "Ready-Set-ABE" project was initiated to
address the special needs of students entering adult

phlets and brochures, is intended for use by volun-

basic education (ABE) programs directly from literacy training or others at a low level of ABE performance. The program was designed to provide these students with the tutoring they need to function successfully in mainstream ABE classes by introducing them to the more sophisticated reading, language and the kills accounted in ABE. ducing them to the more sophisticated reading, lan-guage, and math skills encountered in ABE classes, (as opposed to those required for participation in adult literacy programs). A tutor training packet and three enercise workbooks that were geared spe-cifically toward meeting the needs of transitional and three exercise worksoons that were geared spe-cifically toward meeting the needs of transitional and low-level ABE students were developed. The tutoring program was used during the 1986-1987 school year with students who were identified as reading on the borderline of or below a fifth-grade reading on the borderine of or below a fifth-grade reading level. Of the 18 students who participated in the program, 12 gained at least one grade level in their reading abilities. Six students found employment (better employment), five entered other training programs, one received a General Educational Development (GED) diploms, and four successfully completed some GED testing. Only 2 of the 18 students left the program early (I moved to another area). Examples of parts of the reading, language, and math exercises developed for the program are included in this project report. A 115-item bibliography concludes the document. (MN)

ED 289 066 dek, Carol

CE 049 295

Language Ready Exercises. "Ready-Set-ABE" To Ease Students' Transition into ABE Level Stud-

Tuscarora Intermediate Unit #11, McVeytown,

Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg. Div. of Adult Basic Education. Pub Date—27 Jun 87 Contract—98-7023

-87p.; For related documents, see CE 049 ote-87p 294-298.

294-298.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*Adult Basic Education, Articulation
(Education), Basic Skills, Behavioral Objectives,
\*Developmental Programs, Grammar, \*Language
Skills, Learning Activities, Literacy Education,
\*Sentence Structure, Skill Development, \*Transitional Programs, Tutoring, \*Vocabulary Development

Identifiers-

lentifiers—310 Project
This booklet is intended to assist tutors in helping onal and low-level adult basic educat (ABE) students acquire the language skills required to make a successful adjustment to regular ABE classes. The exercises provided are intended primar-ily for use in student-tutor learning teams, with stuity for use in student-tutor learning teams, with students gradually completing greater portions of the exercises on their own as they become increasingly self-directed. The exercises stress vocabulary development, identification and recognition of the functions of subjects and verbs, the difference between sentences and sentence fragments, and subject-verb agreement. The following are among the topics cov-ered in the individual exercises: frequently misered in the individual exercises: frequently mis-spelled words, context clues, synonym groups, nouns, pronouns, adjectives, regular and irregular verbs, identification of sentence fragments, identifi-cation of subjects and predicates, and subject-predi-cate agreement. The exercises provided are written in a variety of formats, giving students an opportu-nity to learn to handle the types of multiple-choice, short-answer, fill-in-the-blank, matching, puzzle, and true-false exercises that are typically encourand true-false exercises that are typically encoun-tered in classsroom situations. A 115-item bibliography concludes the document. (MN)

ED 289 067 ek Carol

CE 049 296

Math Ready Exercises. "Ready-Set-ABE" To Ease Students' Transition into ABE Level Studies. Tuscarora Intermediate Unit #11, McVeytown,

Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg. Div. of Adult Basic Education. Pub Date—27 Jun 87 Contract—98-7023

Note-50p.; For related documents, see CE 049 294-298.

294-298. Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01/PC02 Plus Postage. Descriptors— Adult Basic Education, Articulation (Education), Basic Stills, Behavioral Objectives, Decimal Fractions, \*Developmental Programs, Fractions, Learning Activities, Literacy Education, \*Mathematics Skills, \*Problem Solving, Skill

Development, \*Transitional Programs, Tutoring, \*Word Problems (Mathematics)
Identifiers—310 Project
This booklet is intended to assist tutors in helping transitional and low-level adult basic education (ABE) students acquire the math skills required to make a successful adjustment to regular ABE classes. The exercises provided are intended primarclasses. In exercises provided are intended primar-ily for use in student-tutor learning teams, with stu-dents gradually completing greater portions of the exercises on their own as they become increasingly self-directed. Major emphasis is given to solving word problems. Materials are provided on ap-proaching word problems, finding key words, key words typically associated with each of the four words typically associated with each of the four arithmetic operations, the importance of thinking carefully and logically, techniques for drawing dia-grams to solve word problems and breaking them pinto smaller parts, and the importance of using com-mon sense when solving math word problems. Guidelines and exercises dealing with solving prob-lems involving whole numbers, fractions (mixed and simple), and decimal fractions are also included. A 115-item bibliography concludes the document. (MN)

ED 289 068

Molek, Carol
Ready Ready Exercises, "Ready-Set-ABE" To
Ease Students' Transition into ABE Level Stud-

Tuscarora Intermediate Unit #11, McVeytown,

Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg. Div. of Adult Basic Education. Pub Date—27 Jun 87 Contract—98-7023

Note-76p.; For related documents, see CE 049 294-298.

294-298. Pub-299. Quides - Classroom - Teacher (052) EDRS Price - MF01/PC04 Plus Postage. Descriptors—"Adult Basic Education, Articulation (Education), Basic Skills, Behavioral Objectives, "Developmental Programs, Learning Activities, Literacy Education, "Reading Comprehension, "Reading Skills, "Reading Skills, venturing Identifiers—310 Project This booklet is intended to assist tutors in helping transitional and low-level adult basic education (ABR) students acquire the reading skills required.

(ABE) students acquire the reading skills required to make a successful adjustment to regular ABE classes. The exercises provided are intended primarvily for use in student-tutor learning teams, with stu-dents gradually completing greater portions of the exercises on their own as they become increasingly self-directed. Exercises are provided to help stu-dents learn to read and comprehend simple narrative and factual paragraphs, recipes, bar graphs, charts consisting entirely of illustrations and charts containing numerical material, maps, explanations given in the form of multiple-column lists, and diagiven in the form of multiple-column lists, and dis-grams typically appearing in textbooks. A sizable portion of the exercises is intended to help students learn to handle the types of multiple-choice, short-answer, fill-in-the-blank, matching, puzzle, and true-false exercises that are typically encoun-tered in classroom situations. A 115-item bibliogra-phy concludes the document. (MN)

ED 289 069

CE 049 298

Molek, Carol
Tutor Training Packet. "Ready-Set-ABE" To Ease
Students' Transition into ABE Level Studies.
Tuscarora Intermediate Unit #11, McVeytown,

Spons Agency—Pennsylvania State Dept. of Edu-cation, Harrisburg. Div. of Adult Basic Education. Pub Date—27 Jun 87 Contract—98-7023

Contract—98-7023
Note—120p; For related documents, see CE 049
294-297. Photographs may not reproduce well.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PCOS Plus Postage.
Descriptors—"Adult Basic Education, "Adult Learning, "Classroom Techniques, "Counseling Techniques, High School Equivalency Programs, Language Experience Approach, Literacy Education, Mathematics Skills, Reading Skills, Skill Development, Student Characteristics, Student Needs, Teaching Methods, "Tutors, "Volunteer Training, Writing Skills
Identifiers—310 Project, "General Educational Development Tests

velopment Tests This training packet, consisting of a workshop guide, two instructional guides, and assorted pamphiets and brochures, is intended for use by volun-teer tutors who are themselves learning how to work with adults enrolled in an adult literacy program. The following topics are covered in the training workshop guide: the objectives and workings of adult basic education (ABE) programs-effective ways of working with adult learners and content and workings of the General Educational Development workings of the General Educational Development (GED) test; reading (testing and placement for reading instruction, beginning reading, intermediate reading, characteristics of good readers, and GED reading tests); mathematics (GED test questions, the hierarchy of math skills, textbooks, and math skills needed); and English grammar (English materials used in the GED, correct usage, common grammar and usage problems, and the format of the GED writing skills test). The two-part instructional guide, which is designed for use in conjunction with an educational television series entitled "Helping Adults Learn," covers the following topics: the characteristics and needs of adult students, techniques for communicating with students, methods of counseling adult learners, the language experiinques for communicating with students, methods of counseling adult learners, the language experience approach to teaching adults to read, and resources for use in addressing students' needs. Each section includes objectives, tutoring guidelines, and a discussion of key points raised during the television series. A GED practice test, tutor data form, pamphlet answering common questions about the GED test, and brochures explaining other locally available job search and ABE programs for adults are also included. (MN)

ED 289 070

CE 049 299

Basic Science Living Skills for Today's World.

Teacher's Edition.

Zellers (Robert W.) Educational Services, Johnstown. PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education. Pub Date-[87]

Pub Date—[87]
Note—135p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—"Adult Basic Education, Adult Education, "General Science, "Learning Activities,
Lesson Plans, "Science Activities, Science Curriculum, Science Education, "Science Instruction,
Tacchica Methods.

Teaching Methods
This document is a teacher's edition of a basic akills curriculum in science for adult basic education (ABE) students. The course consists of 25 lessons on basic science concepts, designed to give students a good understanding of the biological and physical nces. Suggested activities and experiments that the student can do are also included. The teacher's edition contains all of the content of the student text and an accompanying teacher's page for each lesson that states lesson objectives, ideas for discussion, and sources of additional information on the topic. and sources or admittonal mormation on the topic. The lessons cover the following topics: human senses; eye structure and function; aging, life expectancy; fever, infection, immunity; calories; cell growth; life cycles, parasites, disease; chromosomes, sex determination; bird anatomy and behavior; communication, animal behavior; speed of sound and light; characteristics of ice, freezing point of water; water facts and water cycle; friction, inclined plane; pulleys, mechanical advantage; levers; wheels and axles; siphons, barometers, air pressure; fuses, electricity; wet and dry cell, static electricity; speed, motion, momentum, and acceleration; motion, gravity; energy conservation; fire, bleach, boiling point; and evaporation. (KC)

ED 289 071 Aderinto, J. A. CE 049 301

The Struggle and Problems Facing Nigerian Adult Educators: A Case Study. Pub Date—Oct 87

Note—15p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).

19-24, 1987).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PO1 Plus Postage.
Descriptors—Adult Basic Education, \*Adult Education, Comparative Education, Continuing Education, Developing Nations, Foreign Countries,
Postsecondary Education, \*Problems, \*Program Improvement, \*Teacher Attitudes
Identifiers—\*Nigeria
A study was conducted to determine the handi-

A study was conducted to determine the handi-caps and problems facing Nigerian adult educators. The sample population was 90 adult educators

drawn from both the public higher institutions and voluntary adult education agencies in Nigeria. The Educational Handicaps and Problem Questionnaire (EHPQ) developed from the study of Brunner and Nicholis (1960) was administered to adult educarecons (1900) was admissered to about educa-tors in public higher institutions and voluntary agencies. Both groups of adult educators identified research, methodology, retention of competent pro-fessional staff, and definition of adult education as fessional staff, and definition of adult education as the major handicaps and problems in their field. The study concluded that both education policymakers and adult education agencies should work together in finding solutions to the problems of adult educa-tors. Adult educators should be involved in enabling the university extension and colleges to capitalize on the vast network of relationships with voluntary agencies and faculties. (Author/KC)

CE 049 302

Schmidt, Diana And Others Literacy in Missouri. Annual Report. Missouri Coalition for Adult Literacy, University

City, MO.

Sony, Mo.

Spany, Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Pub Date—Jun 87 Note—90p.; Parts of document printed on colored paper and several appendices contain very small, blurred print.

urred print.

blurred print.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Basic Education, \*Adult Literacy, Adult Programs, Annual Reports, Institutional Cooperation, \*Literacy Education, Outcomes of Education, \*Program Effectiveness, Program Evaluation, \*Program Improvement, State Programs Catalysis (1988)

State Programs, Statistics Identifiers—Job Training Partnership Act 1982,

Missouri, Project Literacy U.S.
In its second year of operation (1986-87), the Missouri Coalition for Adult Literacy (MCAL) greatly expanded its scope and services. Factors contributing to this expansion include the attention generated by Project Literacy U.S. (PLUS) and the use of the lab. the Job Training Partnership Act as a funding source. Program accomplishments include the fol-lowing: (1) creation of a statewide literacy hotline towing: (1) Creation of a stackwise interexy notine with three incoming lines and a two-person staff working 12 hours daily and 8 hours on weekends to disseminate information about literacy programs and sign up volunteers; (2) cooperation with PLUS, the literacy effort initiated by the Public Broadcasting Constant and the American Production Constant ing System and the American Broadcasting Cooper-ation, which aired documentaries about MCAL on ation, which aired documentaries about MCAL on their affiliate stations and set up task forces in eight cities across Missouri, fostering linkages among agencies providing literacy programs; (3) expansion of services and programs-from 22 to 29 adult basic education programs, with an increase from 458 to 1,288 volunteers serving 1,323 functionally illiterate adults; (4) expanded cooperative service provision with the Job Training Partnership Act, the State Division of Social Services, and various local government and private agencies; and (5) creation of a database of statistical information on trained volunteers, number of hours volunteers spent with students, and amount of money saved for the state students, and amount of money saved for the state of Missouri. (This document contains 11 appendixes of project materials and an annotated bibliog raphy.) (KC)

CE 049 304 ED 289 073 Temple, Lori L. Gavillet, Margaret
The Development of Computer Confidence in Se-

Pub Date-Oct 87

Note—Sp.; Paper presented at the Annual Meeting of the American Association for Adult and Con-tinuing Education (Washington, DC, October 19-24, 1987).

19-24, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Adult Education, "Anxiety, "Computer Literacy, "Computer Science Education, Continuing Education, "Older Adults, "Outcomes of Education, Program Effectiveness
A computer confidence course designed to teach
the fundamentals of computer literacy was offered
to 19 members of the Las Vegas (Nevada) Senior
Center (men age = 63.9 years). Computer anxiety Center (mean age = 63.9 years). Computer anxiety and computer literacy measures were taken before and after the 12-hour course. The course curriculum included sections on computer knowledge, com-puter applications, and computer programming. An expected decrease in anxiety did not occur, although there was a significant increase in literacy. The results indicate that older computer users have both a willingness to explore the functions of computers and an ability to use the computers to enhance daily functioning. (Author/KC)

CE 049 306

Dovis Joseph L. Vocational Counseling in Ohio Schools. Opening Doors to Opportunities. Ohio State Advisory Council for Vocational Educa-

tion, Columbus.

Pub Date-84

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MF01/PC02 Plus Postage. 
\*Carcer Descriptors—Administrator Attitudes, \*Carcer Counseling, Carcer Development, \*Delivery Systems, \*Demonstration Programs, Educational Attitudes, \*Models, Program Attitudes, \*Program Implementation, Secondary Education, Student Recruitment, \*Vocational Education Identifiers—\*Ohio

A study was conducted to examine the organization and operation of selected exemplary vocational counseling programs in diverse Ohio school districts and to identify conditions that appear to contribute and to identify conditions that appear to contribute to the effectiveness of vocational counseling ser-vices. The study also reported on problems and their preferred solutions, the observations of the investigator, and the recommendations adopted by the Ohio Advisory Council for Vocational Education. Six districts were selected from 15 nominated by a jury of five authorities; the districts were geographically dispersed and demographically varied. Adcally dispersed and demographically varied. Ad-ministrators in these districts were interviewed, with the following results: (1) enrollment in voca-tional education has remained steady during the past five years; (2) educators reported little change in vocational course content and board of education policies; (3) the districts had a commitment to improving vocational counseling services as well as the content of vocational education programs; (4) the districts were heavily involved in helping students make informed educational decisions and were pen-etrating the lower grade levels with vocational education information, and (5) the entire faculty in each of the six school districts is expected to provide counseling services. (Following a summary of some of the exemplary practices in the districts, recom-mendations for state and local school boards and administrators are given.) (KC)

CE 049 308

Kantner, Earl
Vocational Education Student Organizations. Five
Star Approach to Excellence.
Ohio State Council on Vocational Education, West-

erville.

Pub Date-

Pub Date—85
Note—32p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, \*Employment Potential, \*Job Skills, Parent Attitudes, \*Program Effectiveness, Secondary Education, Student Attitudes, \*Student Organizations, Student Education, Teacher

\*Program Effectiveness, Secondary Education, Student Attitudes, "Student Organizations, Teacher Attitudes, Teacher Education, Teacher Participation, "Teacher Role, "Vocational Education, Vocational Education, Vocational Education Teachers
A study assessed the value of vocational student organizations (VSOs). Two areas of special concern were development of a sense of civic responsibility and entry employment skills. Data were obtained from 259 personal interviews with school administrators, parents, employers of former members, vocational teachers, former students, and current students. Vocational teachers from 75 schools identified as having exemplary programs also provided students. Vocational teachers from 75 schools iden-tified as having exemplary programs also provided information. The VSOs and the personal qualities they engendered in participating members received high ratings that equated with ratings for technical skills. The three top rated qualities were getting along with others, good work habits, and effective communications. An interested, devoted teacher, which degree of natricipation, and a reorgan relevant high degree of participation, and a program relevant nigh degree of participation, and a program relevant to members were the top three attributes of exemplary groups. Policies used by teachers included some class/laboratory time, time beyond the school day, meeting times available to all members, and VSOs considered as part of the curriculum and teaching process. Recommendations included VSO development as an integral part of teacher education of the control tion curriculum, better preservice and inservice teacher education regarding teachers' role as advi-sors, and local board of education funding of instructional materials. (YLB)

ED 289 076 CE 049 310

Davis, Joseph L. Relationship of the Industrial Arts/Technology C Carricalum to Vocational Education in Ohio. Ohio State Council on Vocational Education, West-

erville.

Pub Date—85
Note—28p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Coordination, \*Curriculum Development, \*Educational Cooperation, Educational Research, \*Industrial Arts, Integrated Curriculum, Secondary Education, State Surveys, \*Technology, \*Vocational Education
Identifiers—\*Ohio

Identifiers—Ohio
Twelve industrial arts (IA) teachers and supervisors were interviewed to obtain information on the significant changes that have occurred in the goals of IA. The issues were the present status of the IA curriculum in Ohio, the contribution IA makes to vocational education, the relationships between IA vocational education, the relationships between IA and vocational education, and provision for coordination between IA and vocational education. The study found a concentrated effort underway to reform the industrial arts curriculum, including a name change and corresponding emphasis on technology, new purposes, the clustering of curriculum content, and a recognition of the importance of including the manufacturing recogns as a part of including the manufacturing recognition. cluding the manufacturing process as a part of the IA/Technology curriculum. Contributions that IA IA/Technology curriculum. Contributions that IA makes to vocational education included opportunities for awareness, orientation, and exploration; a basic core of technological skills and knowledge; potential for provision of alternative, hands-on modes for attaining basic skills; inculcation of technological skills; inculcation of technology. nological literacy in youth; and reinforcement of learning from other subjects. Participants indicated that IA-vocational education relationships were enhanced by coordination efforts and participation by IA staff in vocational education at the state level; involvement of IA and vocational education student organizations with each other; and exchange visits between IA and vocational education personnel in the field. (YLB)

ED 289 077 CE 049 313 Douthitt. Frieda

Effective Placement Programs for Vocational and Technical Students.

Ohio State Council on Vocational Education, West-

Pub Date-86

Pub Date—86
Note—36p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Job Development, \*Job Placement,
Postsecondary Education, \*Program Effectiveness, Secondary Education, State Surveys, \*Student Placement, \*Success, Vocational Aptitude,
\*Vocational Education, Vocational Evaluation
This report presents findings of a study of effective placement programs, both secondary and postsecondary, which identified elements that

secondary, which identified elements that contribute to program success. The analysis begins with a look at who operates the placement services, what their backgrounds are, and their similarities and differences in terms of philosophies, opinions, and practices. Discussion includes the role of teachers and other permits of the discount few seconds. and practices. Discussion institutes the role of teach-ers and other members of the placement team, not including placement personnel, and a comparison of the priority that different schools give to placement. Various strategies are described for accomplishing the basic components of placement: assessing the the basic components of placement: assessing the local employment market and students' job aptitudes, preemployment learning activities, job placement, follow up, and job development. Special efforts for groups such as dropouts, adults, and handicapped students are reviewed. Subsequent sections of the study focus on impediments to effective placement and some rewards of the placement job as seen through the eyes of those who accomplish it. Findings are summarized in set of conclusions. plish it. Findings are summarized in a set of conclu-sions. The report concludes with recommendations for future directions and practices in the field of vocational-technical placement. (YLB)

CE 049 315 ED 289 078

Brown, Harold H.
Statistical Process Control. Impact and Opportunities for Ohio. Ohio State Council on Vocational Education, West-

Pub Date-86

Note—28p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— "Manufacturing," Participative Decision Making, "Productivity, "Quality Control, Role of Education, "Statistical Analysis, "Vocational Education

Role of Education, \*Statistical Analysis, \*Vocational Education
Identifiers—\*Statistical Process Control
The first purpose of this study is to help the reader
become aware of the evolution of Statistical Process
Control (SPC) as it is being implemented and used
in industry today. This is approached through the
presentation of a brief historical account of SPC,
from its inception through the technological miracle
that has occurred in Japan. The concept of control
charts and related statistical methods is presented in
sufficient detail to provide the reader with a basic
understanding of the techniques used in SPC and to
provide a frame of reference for discussing and
drawing conclusions regarding training in SPC. The
second purpose is to equip the reader with an understanding of the impact of SPC on quality and productivity. In this regard, the study explores the
capacity of vocational-technical education in Ohio
to respond to industry and provide the needed services in SPC. SPC initiatives at the state level are
discussed, and a number of SPC initiatives around
the nation are described to serve as exemplary models for Ohio to draw upon in solving its own needs
for improving quality and productivity. (YLB)

ED 289 079

CE 049 318

Botterbusch, Karl F. Vocational Assessme nt and Evaluation Systems: A

Comparison.
Visconsin Univ.-Stout, Menomonie. Stout Voca-Visconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency-Rehabilitation Services Administration (ED), Washington, DC.

Report No.—ISBN-0-916671-78-X

Pub Date—87

Pub Parameters edition, see ED 273 803.

Report No.—ISBN-0-916671-78-X
Pub Date—87
Note—87
Note—187p.; For previous edition, see ED 273 803.
Available from—Materials Development Center,
Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
Pub Type—Reports -Research (143) — Reference
Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—\*Comparative Analysis, Occupational Information, Postsecondary Education,
\*Program Descriptions, Secondary Education,
\*Test Reviews, \*Test Selection, \*Vocational Evaluation, Vocational Rehabilitation
This publication provides detailed information on
widely available commercial vocational evaluation
and assessment systems. An introduction considers
two separate models for system selection—initial development of an evaluation unit and expansion of an
existing unit. The Vocational Evaluation System
Outline is described. A table compares 21 vocational evaluation systems. Descriptions of these assessment and vocational systems follow. Each tional evaluation systems. Descriptions of these assessment and vocational systems follow. Each
description includes development, organization,
physical aspects, vocational evaluation process, administration, scoring and norms, observation of clients, reporting, utility training in the system,
technical considerations, reviewer's summary and
comments, address, cost, and references. Systems
are Apticom, Career Evaluation System, McCacron-Dial Evaluation System, Microcomputer
Evaluation and Screening Assessment, Microcomputer
Evaluation of Career Areas, Micro-TOWER,
Philadelphia Jewish Employment and Vocational puter Evaluation of Career Areas, Micro-TOWER, Philadelphia Jewish Employment and Vocational Service Work Sample System, Prep Work Samples, Pre-Vocational Readiness Battery, Skills Assessment Module, System for Assessment and Group Evaluation, Talent Assessment Program, TOWER System, Valpar Component Work Sample Series, Vocational Evaluation System by Singer, Vocational Evaluation System by Singer, Vocational Information and Evaluation Work Samples, Vocational Interest Temperament and Aptitude System, Wide Range Employability Sample Test, Work Skills Development Package, and World of Work Inventory. (YLB) Work Inventory. (YLB)

CE 049 319

urtz, P. Robert Wutz, P. Robert
Transitional Employment and Supported Work. A
Partial Annotated Bibliography.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Spons Agency—Rehabilitation Services Administration (BD), Washington, DC.
Report No.—ISBN-0-916671-74-7
Pub Date—86

Note—55p. Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, Univer-sity of Wisconsin-Stout, Menomonie, WI 54751. Pub Type— Reference Materials - Bibliographies (131)

(131)
EDRS Price - MF0L/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, \*Disabilities, \*Education Work Relationship, Job Placement, Mainstreaming, Normalization (Handicapped), \*Sheltered Workshops, \*Transitional Programs, Vocational Evaluation, \*Vocational Rehabilitation, \*Work Experience

Programs

This annotated bibliography is a reference to over 220 publications that deal with the concepts of transitional employment and supported work. All of the documents may be borrowed from the Materials Development Center of the University of Wisconsin. The documents are listed in alphabetical order by author or institutional author. Each entry includes author or institution, date of publication. by author or institutional author. Each entry includes author or institution, date of publication, title, source or place of publication and publisher, and annotation. The bibliography includes books, reviews, articles, resource manuals, monographs, and research studies. Some specific topics include job placement, career development, normalization and behavior modification, curriculum, vocational assessment, and job development. (YLB)

ED 289 081

Rochi, Janet E., Ed.

Computers for the Disabled. Proceedings of the Discovery '83 Conference (Minneapolis, Minnesota, September 12-14, 1983).

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Pub Date-84

Note—177p.

Available from—Materials Development Center,

Stout Vocational Rehabilitation Institute, Univerossal vocasional Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751. Pub Type—Collected Works - Proceedings (021)—Reports - Research (143)—Reports - Descriptive (141)

(141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Adult Education, Assistive Devices (for Disabled), "Computer Assisted Instruction, "Computer Oriented Programs, Computer Uses in Education, Conference Proceedings, "Disabilities, Elementary Secondary Education, "Microcomputers, Postsecondary Education, "Special Education, Vocational Education, "Vocational Rehabilitation
These proceedings provide 30 papers from a contraction of the proceedings provide 30 papers from a contraction."

cational Rehabilitation
These proceedings provide 30 papers from a conference to highlight a frontier area in serving the disabled-microcomputers-which blends two disciplines, vocational rehabilitation and special education. Keynote addresses are "High Tech/High Touch: Making Good on the Promise" (Fenderson); "Curbcuts and Computers: Providing Access to Computers and Information Systems for Disabled Individuals" (Vanderheiden); and "The Person with Disability and the Benefits of the Microcomputers. Individuals" (Vanderheiden); and "The Person with Disability and the Benefits of the Microcomputers Revolution" (Shworles). Conference papers are "Computers: A Touchy Topic for the Handicapped and Nonhandicapped" (Battenberg); "But It Will Be Obsolete Tomorrow: Evaluating Ultimate Needs of Users vs. the Capabilities of Devices" (Behrmann, Lahm); "The Use of Computers in Rehabilitation Facilities" (Blakemore, McCray); "Microcomputers and Employment for the Disabled: The CHPI Experience" (Boyer); "Overuse of Sound Effects in a Microcomputer Program and Its Impact on the Performance of Students with Learning Disabilities" (Chiang); "Computers for the Disabled: A Contradiction in Terms!" (DeWitt); "Adapting Computer Equipment for Handicapped Children: A Review of Current Strategies and a Report of a Project" (Desch); "Integrating CAI with Traditional Instruction in the Elementary Classrooms" (Farrell); "Direct Optical Headpointing Input to Standard Computers Using a TV Screen Based Keyboard" (Gunderson, Vanderheiden); "A Coordinated System Approach" (Hallett); "Operations and Specifications of the Lip-Reader Trainer" (Hight); and "Braille-Edit: A Versatile Tool for the Blind and Sighted" (Holladay); "An Electronic Blackboard for a Blind Teacher" (Holladay); "Speech Recognition for Inter-human and Human-Machine Communications" (Hern); "High Technology and the Handicapped Vocational Implications" (Leneway); "Helen Keller, Me, and You" (Mann); "Using the Computer in the Special Education Classroom: The Possibilities and the Disability and the Benefits of the Microcomputers

Courseware" (Manning); "The Center for Independent Living of Greater Bridgeport: Computerized Coordinated Service Center" (Martin); "Tactile Graphics Display" (Maure); "VersaBraille Applications in Education" (Moore); "Applications of Microcomputer Technology in a Comprehensive Rehabilitation Center" (Rizer); "The Connecticut Special Education Microcomputer Software Evaluation Project" (Rucker, Archambault); "The Executive Secretary Word Processing System: An Aid to Those Servicing the Disabled" (Seaton); "A Voice Controlled Personal Computer System with Word Processing Capabilities for the Severely Physically Handicapped" (Serota); "Vocational Education Curriculum Adaptation to Appropriate Language Level" (Simon, Adolphaon); and "Logo: LD Students Explore Their Intellectual Potential with a Computer" (Sopp). (YLB)

ED 289 082

CE 049 321

ED 289 082

Smith, Christopher A. And Others

Systems Analysis.

Goodwill Industries of America, Inc., Washington, D.C.; Wisconssin Univ-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—Rehabilitation Services Administration (ED), Washington, DC.

Report No.—ISBN-0-916671-69-0

Pub Date—87

Note—588.

CE 049 320

Pub Date—87
Note—58p.
Available from—Materials Development Center,
Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
Pub Type—Reports - Research (143)
EDRS Price - MFDI/PC03 Plus Postage.
Descriptors—Adult Education, \*Long Range Planning, Postsecondary Education, Program Administration, \*Program Evaluation, \*Rehabilitation Programs, Secondary Education, \*Systems Analysis, Vocational Education, \*Vocational Rehabilitation
This manual presents facility administrators with

This manual presents facility administrators with basic information on the analysis of systems operating in their organizations in order to provide effective long-range planning for rehabilitation programs. It provides a format for analyzing flow patterns and shows how systems analysis can be used to improve administrative decisions. Chapter 1 proposes a working definition of a facility system proposes a working definition of a facility system and examines the role of facilities within larger community systems. Chapter 2 examines the types of systems and the most likely system organization in facilities. Chapter 3 discusses system dynamics. In chapter 4 the major system processes are explained. Chapter 5 presents the analysis of systems and their processes. Finally, in chapter 6, the process of integrating a systems analysis process with facility program evaluation and long-range planning is outlined. A listing of systems analysis resources is appended. (YLB)

ED 289 083

CE 049 322

Smith, Christopher A. And Others
Program Evaluation. A Self-Study Manual.
Goodwill Industries of America, Inc., Washington,
D.C.; Wisconsin Univ.-Stout, Menomonie. Stout

D.C.; WISCORSIN Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst. Spons Agency—Rehabilitation Services Adminis-tration (ED), Washington, D.C. Report No.—ISBN-0-916671-70-4 Pub Date—87

Nepolt No.—13BN-0-740017-0-7
Pub Date—87
Note—210p.
Available from—Materials Development Center,
Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Data Analysis, Data Collection, \*Delivery Systems, \*Evaluation Methods, \*Human Services, Independent Study, Learning Activities, Learning Modules, Postsecondary Education, \*Program Evaluation, Staff Development, \*Systems Analysis, Test Items, Units of Study, \*Vocational Rehabilitation Identifiers—Goodwill Industries of America
Based on two manuals developed by Goodwill as part of their staff training series on program review, this program evaluation manual is designed to help facility administrators implement and improve their service delivery. The book contains an introduction and nine chapters. The introduction defines pro-

service delivery. In e book contains an introduction and nine chapters. The introduction defines program evaluation, provides a rationale and uses for program evaluation and suggests ways to develop a program evaluation policy. The nine succeeding chapters cover these topics: types of program evaluation, designing a program evaluation, measures for

goals and objectives, data collection, systems analy-sis, evaluation research, data analysis techniques, report writing, and developing a plan to implement program evaluation. Following the narrative of each program evaluation. Postowing the marrative of each chapter are exercises and self-tests with answer keys. An appendix provides definitions, lists of references and resources, program evaluation forms, and statistical formulas. (KC)

CE 049 324

ED 289 084 CE 049 32

Botterbusch, Karl F.

A Comparison of Computerized Job Matching
Systems. Second Edition.

Report No.-1 Pub Date-86

Pub Date—50 Note—230p. Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, Univer-sity of Wisconsin-Stout, Menomonie, WI 54751. Pub Type—Reference Materials—Directories/Cas-sland (132)—Reference Materials—Object (143)

sity of Wisconsin South States of Wisconsin South States of Wisconsin South States of Wisconsin States of ation, Voca

Rehabilitation
This publication describes and compares 15 nationally available computerized job matching systems. The first section discusses job matching systems in general and provides an outline and a summary comparison table of the systems. The second section, which makes up the major part of the document, contains descriptions of 15 systems. For each system, the following information is provided development, hardware required, dotware required. each system, the following information is provided: development, hardware required, software required, nachine processing, output, relationship to assessment devices, training, reviewer's summary and contents, address, cost, and references. The following job matching systems are reviewed: CHOICES, Computer Assisted Vocational Rehabilitation Counseling Techniques (VOCOMP); Comput/OBS, Computerized Career Assessment and Planning Program (CCAPP), DataMaster III, Isabel, Job Matching II, Job Opportunity Based Search (JOBS), Job-Person Matching System (JPMS), Labor Market Access (LMA), Occupational Access System (OASYS), ValSEARCH Series, Vocational Adjudicative Rehabilitation System (VARS), Vocational Information Processing System (VIPS) or tional Information Processing System (VIPS) or (AIS), and Work-Match. The third section is a com-(Als), and work-Match. In the intra section is a com-parative study of the various systems. References and a glossary comprise the final two sections. An appendix contains sample printouts of a test case using the various systems. (KC)

CE 049 325 ED 289 085

ED 229 085 CE 049 325
Thomas, Stephen W.
Report Writing in Assessment and Evaluation.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Spons Agency—Rehabilitation Services Administration (ED), Washington, DC.
Report No.—ISBN-0-916671-56-9
Pub Date—86
Notes 1-36

Report No.—ISBN-0-916671-36-9
Pub Date—86
Note—173p.
Available from—Materials Development Center,
Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
Pub Type—Guides - Non-Clasaroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptora—Diagnostic Tests, Postaecondary Education, Recordkeeping, Records (Forms), \*Reports, Secondary Education, \*Student Evaluation, Student Records, \*Technical Writing, \*Vocational Adjustment, \*Vocational Aptitude, Vocational Education, \*Vocational Aptitude, Vocational Education, \*Vocational Rehabilitation
This book is a step-by-step guide to the logical writing of meaningful and practical vocationally oriented reports. The book contains an introduction and 12 additional chapters. The introduction defines vocational evaluation reports and discusses the skill, art, and science of meaningful report writing.
The 12 chapters cover the following topics: communication and awareness, characteristics of good reports, problems in report writing, writing in different settings, developing report outcome options, types of evaluation and assessment reports,

preparing to write a report, the report format, or-ganizaing the body of the report, the content of the report, writing prescriptive recommendations, and evaluating the report. A bibliography is included. Nine appendizes contain examples of various types of vocational evaluation and assessment reports.

## CG

ED 289 086 CG 020 352

Walker, Gail Maiden, Robert
Lifespan Attitudes toward Death.
Pub Date—Apr 87
Note—26p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Pestage.
Descriptors—Adolescents, Adults, \*Age Differences, Anxiety, \*Attitude Change, Attitudes, Beliefs, Children, \*Death, \*Individual Development, Sex Differences, \*Alignment, Sex Differe

liefs, Children, "Death, "Individual Development, Sex Differences
To more fully understand how attitudes toward death and dying develop and change across the life-span, 90 male and female subjects between the age of 2 and 18 years and 90 male and female subjects between the ages of 18 and 97 were administered questionnaires and interviews about dying. The results revealed that children's attitudes were influenced by variables such as level of cognitive development, experience with death, socialization, and instruction. Young children reported an imagiand instruction. Young children reported an imaginative range of views about forms of possible afterlife. Adolescents included recognition of 
environmental, ecological, and psychological causes 
of death and were concerned about the effects of 
personal death on family members and friends. Adolescent views of an afterlife reflected traditional 
accialization. Attitudes of adults were influenced by socialization. Attitudes of adults were influenced by variables such as gender differences, environmental factors, generational differences, experience with death, aging, and interaction effects. Widows and widowers who had developed individual survival akills, psychological coping strategies, and extended social support networks reported less distress than did unprepared subjects following the death of a spouse. While aging or maturation alone appeared to be systematically unrelated to overt death anxiety, adults did seem to maintain an ambiguous attitude regarding death throughout the lifespan. (Author) (Author

CG 020 353

CG
Perry, Gloria R. Chaney, Judith A.
Coping with Multiple Demands: A S
Women Faculty in Schools of Nursing.
Pub Date—87

Pub Type— Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—College Faculty, \*Coping, Higher Education, Mentors, \*Nurses, Nursing Education, \*Role Conflict, \*Social Support Groups, \*Women

In his work on coping patterns of professionally educated women. Douglas Hall (1972) identified three major styles of coping in relation to role conflict: (1) negotiators, who enlist others to help with flict: (1) negotiators, who enlist others to help with their work; (2) priority setters, who have their own priorities and can give up less important roles; and (3) superwomen, who try to do everything. This study examined the coping styles of 309 nurse fac-ulty from 30 baccalaureate degree nursing pro-grams. Respondents read and responded to nine vignettes which contained situations illustrating the balancing of roles expected in academs. Resh witgrams. Respondents read and respondent to this vignettes which contained situations illustrating the balancing of roles expected in academe. Each vi-gnette had three answers giving the respondent the choice of being a negotiator, priority setter, or su-perwoman. Fourteen demographic questions were also included. The results revealed that the sample group most often chose negotiation as a coping pat-tern. The majority (92%) negotiated with family or tern. The majority (92%) regolated with family or other support people to take over some of their roles at various times. The hypothesis that there would be a significant relationship between preference for ne-gotiation type coping and a well-developed social support system was supported. The hypothesis that there would be a significant relationship between preference for priority type coping and the presence of a mentor was not supported. Support systems, mentorship, and commitment to academic role in nursing were all examined. (NB)

CG 020 354

Gibbs, Margaret Belford, Susan Gibbs, Margaret Subject Reaction to Human-Cause ly-Occurring Radioactive Threat.

Subject Reaction to Human-Caused and Naturally-Occurring Radioactive Threat.

Pub Date—Apr 87

Note—12p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PG1 Plus Postage.

Descriptors—Adults, "Attribution Theory, Comparative Analysis, "Emotional Response, "Environmental Influences, Hazardous Materials, "Poisons, Safety, "Waste Disposal, Wastes Identifiers—Radon

While research has shown that people are adversely psychologically affected by knowledge that their communities have been toxically contaminated, it has been suggested that those who see a disaster as caused by human acts. To examine this issue, questionnaires were collected from 73 residents of Warwick, New York. Warwick residents potentially faced toxic contamination from both a natural occurrence (radon released by underground deposits of uranium) and a man-made problem (a plan to dump radioactively contaminated soil in the bordering town). The results revealed that respondents viewed the dumped toxic as more dangerous than the naturally-occurring toxic and were both more aware and more concerned about the dump situation. They also rated government handling of the radon problem. Subjects also differed in their emotion. They also rated government handling of the dump as poorer than government handling of the radon problem. Subjects also differed in their emotional reactions to the two dangers, checking more total emotions in relation to the dump than to the natural radon and feeling more anger about the dump than about the natural radon. These findings support the hypothesis that perception of human causation leads to greater distress and anger than does perception of natural causation of toxic contamination. (NB)

CG 020 355

Mosley, Norman R. And Others Gender Differences in Seme-Sex Friendships and Romantic Relationships. Pub Date—Apr 87

Pub Date—Apr 87
Note—7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/P001 Plus Postage.
Descriptors—College Students, \*Dating (Social), \*Friendship, Higher Education, \*Interpersonal Attraction, \*Interpersonal Relationship, Jealousy, \*Sex Differences, \*Social Support Groups Identifiers—\*Same Sex Peers
An investigation of differences in the friendship

"Sex Differences, "Social Support Croups Identifiers." Same Sex Peers
An investigation of differences in the friendship patterns of men and of women reported that women appeared to be expressive in their friendship styles while men's same-sex friendships were best characterized as being instrumental. To examine these differences further, a study was conducted which investigated the relationship of friendship and romance. Sixty male and 34 female college students who had a same-sex best friend and who were involved in an exclusive dating relationship completed Rubin's Love and Liking Scale for dating partner and the liking items for best friend, a measure of social support, and a short measure of jealousy in both friendships and romantic relationships. The findings support the idea that women are more intensely involved in their friendships and also in their romantic relationships. Women liked both their best friends and their romantic partners more their romantic relationships. Women liked both their best friends and their romantic partners more than men did. Women also reported being more jealous of their best friends than were men and they tended to feel that friends supported them more than did men. Women reported feeling significantly more supported by their romantic partner than did men. Further research into the relationship of friendships and romance is warranted. (NB)

CG 020 356

Gibbs, Margaret And Others
The Effect of Cross-Examination Tactics on Simu

lated Jury Impressions.
Pub Date—Apr 87
Note—10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Ar-

lington, VA, April 9-12, 1987). Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

escriptors—College Students, \*Court Litigation, Higher Education, \*Hostility, \*Interpersonal Communication, \*Lawyers, Simulation, Social Cognition Identifiers

-\*Communication Styles, \*Cross Examination

mation
Past research has demonstrated the negative effects of leading questions by attorneys on eyewitness testimony and has found that adversary lawyers produced less accurate testimony from eyewitnesses. This study was conducted to examine the effects of lawyer's hostile versus non-hostile behaveffects of lawyer's hostile versus non-hostile behavior and lawyer's leading versus non-leading questions on simulated jury impressions. The script of a negligence case was drafted and videotapes were made for each of four conditions which varied by lawyer hostility and use of leading questions. College students (N=89) viewed one of the tapes and acted as jurors in the trial. Subjects rated impressions of the defendant's lawyer and of the expert witness, indicated a verdict, and gave a decision about the size of the award, if applicable. The combination of both hostile style and leading question tactics produced a more negative effectiveness rattactics produced a more negative effectiveness rat-ing than did either tactic alone. The results support ing than did either tactic alone. The results support the view that a powerful style produces a more favorable impression of a defense attorney than does a less powerful style. The approach involving both hostile affect and leading questions, however, was responded to negatively and seen as reducing the lawyer's perceived effectiveness, as was a non-hostile non-leading question style. (NB)

ED 289 091 CG 020 357

Sigal, Janet And Others Sexual Harassment on Three College Campuses. Pub Datc—29 Aug 87

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Aggression, \*\*College Students,
\*\*Dating (Social), Higher Education, Interpersonal Relationship, \*Sex Differences, \*Sexual Harassement, \*Victims of Crime
Previous research on sexual harassers these
research on sexual harassers. These
victim-harassers were individuals who both harassed others and who had been harassed themselves. Undergraduates (N=692) from three rassed others and who had been harassed them-selves. Undergraduates (N=692) from three colleges completed questionnaires about their exper-rience as victims and aggressors in campus sexual harassment. The results revealed that about one-fifth of the total sample had been victims, one-fifth ad been harassers, one-fifth had been vic-tim-harassers, and two-fifths had had no victimizatim-narassers, and two-ittims and nad no victimiza-tion experience. Most victims were females, most harassers were males, and victim-harassers were about evenly divided as to gender. Possible interpre-tations of the victim-harasser phenomenon include modeling, retaliation, identification with the aggressor, and misperception of one's own victimization experience as a way of rationalizing harassment of experience as a way of rationalizing harassment others. Differences among victimization rates of the three campuses are discussed. (Author/NB)

CG 020 358 ED 289 092

Extcour, Caroline And Others
Chronic Absentee Committee Report at Centennial High School.
Centennial School District, Gresham, OR.

Pub Date-86

Pub Date—86

Note—29p.; Document printed on colored paper.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Academic Achievement, "Attendance, High Schools, "High School Students, Profiles, School Holding Power, Student Problems,

"Truance."

\*Truncy
Most high schools face the problem of the chronically absent student. In the fail of 1985, the Centennial Effective Schools Committee in Gresham, Oregon established a subcommittee to examine chronic absenteeism among its student body. The committee interviewed 50 students with a history of poor attendance and developed a profile of the typical high school student with serious attendance

problems. The committee also examined available research on the subject of attendance, finding that low achievement correlated with chronic absentee-ism. The committee then selected two goals for improving attendance among chronically absent students: to reduce chronic absenteeism without instudents: to reduce chronic absenteeism without in-creasing the dropout rate, and to assist students through direct intervention to accept the relation-ship between attendance and achievement in adopted by the committee to meet these goals, a profile of students with chronic attendance prob-lems, a set of chronic absentee narratives, and the chronic absentee survey questions along with re-sponses from the 50 chronically absent students in-terviewed. (NB)

ED 289 093 CG 020 359

ED 289 093
CG 020 359
Gerdes, Eugenia Proctor Husted, Victoria L.
Sex Blias in Evaluations: Effects of Ambiguity, Job
Sex-Type, and Rater Gender.
Pub Date—Apr 87
Note—Apr 87
Note—Bp.; Paper presented at the Annual Meeting
of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/P01 Plas Postage.
Descriptors—Ambiguity, College Students, \*Employment Qualifications, Higher Education, \*Job
Applicants, \*Nontraditional Occupations, \*Personnel Selection, \*Professional Occupations, \*Personnel Selection, \*Professional Occupations, approximation of women in professional and managerial positions also reflects the persistence of sex
discrimination at the entry level. Discrimination
against women applying for traditionally male jobs
seems to increase with ambiguity about the fit between the applicant qualifications and job requirements. To examine this issue, 60 male and 60 female
college students evaluated a male or female applicant for the position of Residence Life Director,
which was described as a masculine, feminine, or
neutral sex-typed job. Ambiguity of the evaluation
task was varied by amount of job-relevant information in the applicants received better evaluations when
ambiguity was low; ambiguity din on interact with
other factors. Male applicants were evaluated more
favorably for the maculine job than for the neutral
job, but female applicants were evaluated more favorably for the meautine job than for the neutral
job, but female applicants were evaluated more favorably for the meautine job than for the neutral
job, but female applicants were evaluated more favorably for the meautine job than for the neutral
job, but female applicants were evaluated more
favorably for the meautine job than for the neutral
job, but female applicants were evaluated more
favorably for the meautine job than for the neutral
job, but female applicants were evaluated more
favorably for the neutral than for the femini

ED 289 094 CG 020 360

Gerdes, Eugenia Proctor And Others
Race and Sex Discrimination in Hiring: Effects of
Subject Sex and Job Status.

Subject Sex and Job Status.

Pub Date—Apr 86

Note—10p; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 17-20, 1986).

Pub Type—Reports-Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MPDI/PCDI Plus Postage.

Descriptors—College Students, "Employment Level, "Employment Qualifications, Higher Education, "Personnel Selection," Racial Bias, Racial Discrimination, "Sex Bias, Sex Discrimination, Student Attitudes, "White Students

Research has demonstrated that discrimination against women does not occur for all high status traditionally male job positions; bias seems most

traditionally male job positions; bias seems most likely when ambiguity in the evaluation process re-quires evaluators to resort to their stereotypes in quires evaluators to resort to their stereotypes in order to predict performance. The same line of reasoning may apply to blacks or other minority candidates for high status traditionally white male positions. This study investigated the effect of job status on racial discrimination as well as on sex discrimination in the same hiring situation. It also examined whether own-sex favoritism in evaluations would extend to black candidates. White male and female college students (N = 64) evaluated job candidates. Candidates and job descriptions varied on whether they were appropriate for high status or low status positions. Candidates also differed in race and gender. This 2x2x2x2 design yielded several three-way interactions. Information about the candidate affected perceptions of the job status and clarity of candidate description, as well as the candidates' qualifications for the job. Subjects tended to prefer their own gender for the high status job but to prefer the same-sexed black person when both jobs were considered. Regardless of job status, subjects were willing to hire the candidates, with the striking exception that male subjects rejected most of the the black female candidates. (Author/NB)

CG 020 361 Ruby, Theodore Law, Robert School Dropouts-Why Does the Problem Prevail? Pub Date—5 Mar 87

ote—25p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).

1987).
Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Dropout Attitudes, Dropout Characteristics, "Dropout Research, Dropout Research, Dropout, Elementary Secondary Education, "High Risk
Students, Humanistic Education, "Potential
Dropouts, "Program Effectiveness
The national dropout rate has remained at about

Dropouts, "Program Effectiveness
The national dropout rate has remained at about
20% for the last decade. However, disparities in the
definition of dropouts and in data collection have
caused national dropout figures to vary. Researchers agree that students from areas of large minority
populations with fewer English-speaking students,
and those living in poverty are at risk of dropping
out. The reason most often cited for dropping out is
a general dislike of school. Dropping out is often the
beginning of problems for the individual and society. Many dropouts will remain unemployed, others
will take low paying jobs. Dropout prevention programs attempt to reduce the number of students
leaving school by improving attendance and academics. More recently, alternative achools have
added a humanistic approach to dropout programs. defines. More recently, alternative scrools have added a humanistic approach to dropout programs. Successful programs have been found to separate potential dropouts from other students, stress the immediate and practical, offer opportunities for paid employment, and maintain low student-teacher ratios. Adolescence has been found to be a critical stage for identifying potential dropouts and for reversing negative attitudinal and behavior trends.

Parents' lack of support for education is related to their children's negative attitudes toward school. In elementary school, home-school communication can insure parents develop positive attitudes toward education. Junior high school is the critical period education. Junior high school is the critical period for the identification of potential school dropouts and various out-of-school interventions, such as community support and civic involvement, should be used. In senior high school, intervention pro-grams should concentrate on keeping the students in school until they have reached their maximum educational potential and/or have acquired ade-quate life skills. (ABL)

CG 020 362 Lusk, Pamula J. And Others Counselor Adequacy in Special Education. Pub Date—85

Pub Date—85

Note—10p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Counselor Attitudes, "Counselor Qualifications, Counselor Role, "Counselor Training, "Disabilities, Exceptional Persons, High Schools, Public Schools, "School Counselors, "Special Education, Student Characteristics, Student Needs

The law has mandated the inclusion of handi-capped children in all appropriate programs of pub-lic education, including school counseling programs. A lack of preparation in the area of speprograms. A lack of preparation in the area of spe-cial education on the part of the school counselor could decrease the effectiveness of school counsel-ing for handicapped students. A study was con-ducted to survey the amount of contact counselors had with exceptional students, the relationship between self-perceived counselor effectiveness an special education background, and the willingne of counselors to seek additional training in speci education in order to feel more effective. Question education in order to feel more effective. Question-naires addressing these issues were completed by 91 high school counselors. The results revealed that the majority of respondents were not working with sig-nificant numbers of special education students. Counselors who reported feeling adequately pre-pared to work with these students were as likely to have taken one or more special education courses as were those who did not feel adequately prepared. Almost one-half of the respondents indicated they would not be interested in taking special education coursework to increase their effectiveness in work-ing with exceptional students. (NB)

CG 020 363 ED 289 097

Bioland, Paul A.
A Student Affairs Perspective on Intercollegiate
Athletics.

Pub Date-Jun 87 Note—19p.; Paper presented at the National Conference on Student Affairs and the Student Athlete (Los Angeles, CA, June 8-9, 1987).
Pub Type— Opinion Papers (120) — Speeches/

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (130)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors— Athletes, College Athletics, "College Students, Higher Education, "Student Development, Student Needs, "Student Personnel Services, "Student Personnel Workers
In the area of college athletics, the chief concern of the student affairs professional is the relationships which ought to exist between institutions as represented by the division of student affairs and the student athlete. The athlete faces the same set of academic and social demands that the non-athlete faces in addition to the unique demands of athletics. faces in addition to the unique demands of athletics. The development of a student affairs perspective might be preceded by axioms reflecting the academic mission of a university control of the control might be preceded by axioms reflecting the aca-demic mission of a university and the mission of student affairs, the out-of-class environment and personal circumstances of students, and recognition that athletes are also students. Athletes as students face many difficulties, including the demands of in-tercollegiate athletics, the stress of athletics, and the risk of being developmentally short-changed. The relationship between student affairs and athletes and the athletic program should follow these princi-ples: (1) student affairs has the same general respon-sibility to athletes as it does to other students; (2) institutions should provide special services to the sibility to athletes as it does to other students; (2) institutions should provide special services to the student athletes including an academic athletic advisor to help them surmount the pressures created by athletic demands; (3) athletes should be a part of the mainstream of student life; (4) athletes should be a part of the mainstream of student life; (4) athletes should be a part of the mainstream of student life; (4) athletes should be achieved the student life; (5) at letter the student life; (6) at letter the student life; (7) at letter the student life; (8) at letter the student life; (8) at letter the student life; (9) at letter the student life; (9) at letter the student life; (9) at letter the student life; (10) at letter the student lif have the same rules as other students; (5) equity should be extended to women's athletics; and (6) the physical fitness of all students must equate with the payanca mines of an acceptant must equate with that of the varisity athletes. The task is not to make parallel services for athletes, but to make sure the athlete is aware of these services and encouraged to use them. (ABL)

ED 289 098 CG 020 364 Medicare: Con Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-87-92BR

Pub Date—Jun 87

Note.—41:

Pub Date—Jun 87

Note—41p.
Available from—Government Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (1-5
copies free; additional copies \$2.00).
Pub Type—Reports - Research (143)
EDRS Price - MF01/P02 Plus Pestage.
Descriptors—\*Cost Effectiveness, \*Federal Legislation, Financial Problems, \*Government Role,
\*Health Insurance, Health Needs, \*Older Adults Identifiers—\*Catastrophic Insurance, \*Health Care
Costs. Medicare

Identifiers—"Catastrophic Insurance, "Health Care Costs, Medicare In response to a request from the chairman of the Congressional Select Committee on Aging, the General Accounting Office (GAO) investigated the potential effects of legislative proposals to provide catastrophic coverage to Medicare beneficiaries on beneficiaries' out-of-pocket health care expenses. The GAO reviewed GAO and other reports to identify types and amounts of out-of-pocket expenses. tify types and amounts of out-of-pocket expenses, Medicare law and regulations to determine benefi-ciaries' out-of-pocket liability for covered services, cannes out-of-pocket liability for covered services, and minimum coverage requirements for Medigap policies to determine how they affect costs. Four-teen catastrophic coverage bills were analyzed to determine how they would address the major type of catastrophic health care costs, and the financing mechanisms of the bills were compared. The GAO mechanisms of the blas were compared. The CAC concluded that 9 of the 14 proposals reviewed would establish a catastrophic limit above which the beneficiary would no longer be liable for Medicare deductibles and coinsurance. It was concluded that, if enacted, these bills would represent an important step in increasing the health insurance coverage

available to the elderly, but that significant gaps would remain. This report presents the GAO com-parison of catastrophic health insurance proposals and looks at inpatient hospital care, nursing home care, home health care, Medicare Part B services, other medical services not covered by Medicare, catastrophic protection, and financing and costs.

ED 289 099 CG 020 365
Condom Advertising and AIDS. Hearing before
the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One
Hundredth Congress, First Session.
Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

mittee on Energy and Commerce. Pub Date—10 Feb 87

Note-103p.; Serial No. 100-1. Portions of docu-

Pub Date—10 Feb 87
Note—103p; Serial No. 100-1. Portions of document contain small print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, \*Advertising, Health Education, Hearings, Public Affairs Education, \*Public Health, \*Television Commercials, \*Venereal Diseases Identifiers—\*Condoms, Congress 100th

This document present witnesses' testimonies from the Congressional hearing called to examine condom advertising and Acquired Immune Deficiency Syndrome (AIDS). Opening statements are included by Congressmen Henry Waxman, William Dannemeyer, and Jim Bates. C. Everett Koop, United States Surgeon General, and Gary Noble, AIDS coordinator for the Public Health Service, discuss the use of condoms in reducing the spread United States Surgeon General, and Gary Noble, AIDS coordinator for the Public Health Service, discuss the use of condoms in reducing the spread of AIDS, cite research testing condom effectiveness, and advocate condom advertising on television. June E. Osborn, dean of the School of Public Health, University of Michigan, describes condom usage as one of the few effective means available to prevent viral transmission and supports condom advertisements on television. Also testifying are representatives of the three national television networks: (1) Ralph Daniels, National Broadcasting Company; (2) George Dessart, Columbia Broadcasting System; and (3) Alfred R. Schneider, American Broadcasting Company. These witnesses describe efforts their companies have taken in AIDS education through programming and public service announcements and explain the problems associated with paid advertising of condoms. Thereas L. Crenshaw, president of the American Association of Sex Educators, Counselors, and Therapists, and Michael J. Rosenberg, executive director of the American Social Health Association, give their views on condom effectiveness, condom advertising, and the need for public education about AIDS. Materials submitted for the record are included as are question and answer dialogues between committee members and witnesses. (NB) tion and answer dialogues between commembers and witnesses. (NB)

ED 289 100 CG 020 366 ED 289 100

CG 020 366

Health Care for the Homeless. Hearing before the

Subcommittee on Health and the Environment of
the Committee on Energy and Commerce. House
of Representatives, Ninety-Ninth Congress, Second Session (December 15, 1986).
Congress of the U.S. Washington, DC. House Committee on Energy and Commerce.

Pub Date-87 Note-146p.; Serial No. 99-182. Portions of docu-

Note-140p; Serial No. 39-162. Fortions of occu-ment contain small print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materi-als (090)

als (090) EDRS Price - MF01/PC06 Plus Postage. Descriptors— "Delivery Systems, "Federal Legisla-tion, "Government Role, "Health Needs, Hear-ings, "Homeless People, "Medical Services, Mental Health

Identifiers-Congress 99th This document presents witnesses' testimonies and related materials from the Congressional hearand related materials from the Congressional near-ing called to consider how the federal government can better meet the health needs of the homeless. Opening statements are included from Congress-men Henry Waxman, Ron Wyden, and Gerry Sikorski. Witnesses providing testimony include Robert Gallagher and Delores Marshall, two resi-

dents of shelters for the homeless. William J. Vicic, St. Vincent's Hospital, New York City, tells from clinical experience the health needs of the homeless. Phyllis B. Wolfe, Health Care for the Homeless Phyllis B. Wolfe, Health Care for the Homeless Project, explains how the Washington, D.C. project set up a new delivery system to reach the homeless. Diane Sonde, Project Outreach, Goddard-Riverside Community Center, New York City, explains how Project Outreach makes contact with the chroni-Project Outreach makes contact with the chronically mentally ill homeless and makes mental health services available to them. Also providing testimony are Janet Waxman and Tipper Gore, co-chairs of Families for the Homeless, who discuss recommendations concerning the federal-state Medicaid program and provisions of the Health Care for the Homeless Act. Maria Foscarinis, Washington Counsel for the National Coalition for the Homeless, emphasizes the need for the federal powern-less, emphasizes the need for the federal powernless, emphasizes the need for the federal govern-ment to take action to meet the health care needs of the homeless. Materials submitted for the record, prepared statements of witnesses, and question and answer dialogues between committee members and witnesses are included. (NB)

CG 020 367 ED 289 101 EJJ 289 101 CG 020 367
Hearing to Provide an Experience of Life in the
United States for Children from Areas Affected
by Civil Strife in Ireland. Hearing on H.R. 1019
hefore the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee
on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House
Committee on Education and Labor.
Pub Date—17 Mar 27.

Pub Date—17 Mar 87 Note—51p.; Serial No. 100-13. Portions of docu-

Note—51p.; Serial No. 100-13. Portions of docu-ment contain small/light print. Available from—Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402. Pub Type— Legal/Legislative/Regulatory Materi-als (090)

als (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—"Adolescents, Childhood Needs,

"Children, "Educational Experience, Elementary
Secondary Education, Experience, "Federal Legislation, Foreign Countries, Hearings, Interational Cooperation, "Student Exchange
Programs, "Study Abroad
Identifiers—Congress 100th, "Northern Ireland
This document presents the text of a Congressiopal hearing called to discuss H R 1019, "To Provide

nal hearing called to discuss H.R. 1019, To Provide an Experience of Life in the United States for Chil-dren from Areas Affected by Civil Strife in Ireland. Congressman Pat Williams, sponsor of the bill, de-scribes the bill as allowing local education agencies to offer an opportunity for children from Ireland to come to America for one school year; attend an American school; affiliate with children of various American school; arminite with children of various ethnic, religious, social, and cultural backgrounds; and experience life generally in the United States. John Hume, member of the British Parliament, testifies in support of the bill but questions the age of children to be affected by it, suggesting that an exchange program of college students between Irish and American universities would be most beneficial. and American universities would be most beneficial. Paul Quinn, attorney, commends the proposal and supports its passage. Judy McLennan, co-chairman of the Belfast Children's Program, describes her program which places children from Northern Ireland with American families for 6 weeks during the summer, and supports passage of H.R. 1019. Abigail McNamee, associate professor, Herbert H. Lehman College of New York, describes the educational system in Northern Ireland and the developmental tem in Northern Ireland and the developmental characteristics of the children. Joseph McNamee, director of Psychological Alternatives, P.C. dis-cusses the potential benefit of the program proposed in H.R. 1019 and gives 13 recommendations for the program. Prepared statements, letters, and supple-mental materials are included. (NB)

LAI 209 102 CG 020 36 ionhospital Care for AIDS Victims, Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Nine-ty-Ninth Congress, Second Session (March 5, 1986). 1986).

Congress of the U.S., Washington, DC. House Com-

mittee on Energy and Commerce. Pub Date-87

Note-156p.; Serial NO. 99-137. Portions of docu-

ment contain small print.

vailable from—Superintendent of Documents,
U.S. Government Printing Office, Congressional

Sales Office, Washington, DC 20402. Pub Type— Legal/Legislative/Regulatory Materials (090)

ais (090)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—"Acquired Immune Deficiency Syndrome, "Health Insurance, "Health Needs, Hearings, "Home Programs, Hospices (Terminal Care), "Hospitals, "Medical Services Identifiers—Congress 99th, "Long Term Care This document presents the text of the Congresional hearing called to discuss the provision of health care services to people with Acquired Immune Deficiency Syndrome (AIDS) outside of hospitals, including home health care, hospice care, personal care and counseling, nursing home care, personal care and counseling. mune Deficiency Syndrome (AIDS) outside of hospitals, including home health care, hospice care, nursing home care, personal care and counseling, and other support services for patients and their families. Opening statements are included from Congressmen Henry Waxman and James Scheuer. Under assumed names, a husband and wife who have provided hospice services to AIDS patients. Drew Altman, Robert Wood Johnson Foundation, describes a major new AIDS health services program. John Kelso, Health Resources and Services Administration (HRSA), United States Department of Health and Human Services, describes how the HRSA disseminates information on AIDS to the health care providers and the beneficiary populations of HRSA programs. Elmer W. Smith, Health Care Financing Administration, explains two groups of waivers which already exist under the Medicaid Program. Bevlyn Matthews, manager of patient care services, Transamerica Ocidental Life Insurance Company, gives an overview of how her company's patient care services program operates and describes three recent AIDS case histories and how they were handled. Melvin Rosen, executive director of AIDS Institute, New York's proposed comprehensive program for helping AIDS patients. Prepared statements and matering AIDS patie

York's proposed comprehensive program for help-ing AIDS patients. Prepared statements and materi-als submitted for the record by the Department of Health and Human Services are included. (NB) ED 289 103

CG 020 369

Liability Insurance Availability (Part 1). Hearings before the Subcommittee on Commerce, Transportation, and Tourism of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress (September 19, 1985, February 4 and 20, and March 19, 1986). Congress of the U.S., Washington, D.C. House Committee on Energy and Commerce.

Pub Date—87

Pub Date—87
Note—876p.; Serial No. 99-141. Portions contain small/marginally legible print.
Available from—Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)

Descriptors—\*Financial Support, Hearings, \*Individual Needs, \*Insurance, \*Legal Responsibility,

\*Risk Identifiers—Congress 99th, \*Liability Insurance This document presents the texts of four Congressional hearings held in September of 1985 and February and March of 1986 to investigate the effects and the causes of the critical shortage of liability insurance in the United States. The first hearing examines the dimensions of the problem and offers insights into why objectives of having an insurable society are not currently being met for many people. The second hearing calls on representatives of businesses and of cities, towns, and school boards nationwide, many of whom have been affected by the crisis of insurance cancellations and rate increases. Also testifying are representatives of insurance Also testifying are representatives of insurance agent organizations who discuss the insurance industry and difficulties faced by clients. The third hearing concentrates mainly on the perspectives of the states in their current responsibilities for regulatthe states in their current responsibilities for regularing insurance. Witnesses at the state level provide information about the current regulatory system. The final hearing calls on witnesses who discuss areas in which the need for improved risk abatement is particularly acute, including the trucking industry. A total of 35 witnesses provide testimony at the four hearings. Materials submitted for the record are included. (NB)

ED 289 104 CG 020 370 Rands, Marylyn
Compatibility, Conflict, and Emotional Involve-ment in College Freshwomen Roommates.

Pub Date-11 Apr 87

Pub Date—11 Apr 87
Note—46p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptora—\*College Freshmen, College Housing, \*Conflict, Conflict Resolution, \*Emotional Development, Females, Higher Education, \*Interpersonal Relationability (Social), \*Roommates College students who live on campus are often assigned a roommate whom they do not know and are expected to live with that person in intimate quarters. This study was conducted to examine the process of relationship development in 13 pairs of college freshwomen roommates. For 8 weeks each semester of their freshman year, roommates independently completed a weekly questionnaire on the two most important events that occurred between them and their roommate. Toward the end of each them and their roommate. Toward the end of each semester, they also completed measures of conflict, conflict resolution, and emotional involvement with conflict resolution, and emotional involvement with their roommate. A follow-up interview was conducted during subjects' second year of college. The results revealed that conflicts were most frequently reported regarding room cleanliness, study hours, and how often the other asked for a favor. Emotional involvement was high for both semesters, but it decreased second semester, especially in perceptions of the other's disclosure and in one's own caring. By second semester, compatible roommates were more likely to report high emotional involvement than were less compatible roommates. Comflict also increased across semesters in number of conflicts, frequency, and importance. By second seinct ano increased across semesters in number of conflicts, frequency, and importance. By second semester, compatible roommates were less likely to experience conflict. Living together the second year was predicted by compatibility, whereas emotional involvement and conflict predicted type of future interaction. (NB)

CG 020 371

Crosbie-Burnett, Margaret Impact of Joint versus Maternal Legal Custody, Sex and Age of Adolescent, and Family Structure Complexity on Adolescents in Remarried Fami-

Pub Date-Aug 87 Note—28p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

tion (73th, 4th, 1987).

1, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Adjustment (to Environment), \*Ado-

Descriptors—Adjustment (to Environment), \*Adolescents, Age Differences, \*Child Custody, Divorce, \*Family Relationship, \*Family Structure, \*Parent Child Relationship, Sex Differences,

\*Stepfamily
Identifiers—\*Joint Custody
No published research has investigated the impact No published research has investigated the impact of joint custody on the adjustment of children of divorce who become stepchildren. This research examined the differential effects of joint versus material custody, structural complexity (presence or absence of stepfather's children from a prior marriant) and examples of adolescent and observed as a step of the ste absence of steprather's chuldren from a prior mar-riage), and sex and age of adolescent on adolescent outcomes in stepfamilies. The volunteer sample consisted of wives, husbands, and oldest or only adolescents in 84 white, middle-class stepfather families. Each family member independently com-pleted a questionnaire in the family's home. Find-ings revealed that adolescents in joint custody and simple stepfamilies reported more happiness and more inclusion than did those in joint custody and complex stepfamilies. Joint custody families with older adolescents and with boys reported the most role ambiguity (disagreement about the stepfather's role ambiguity (disagreement about the stepfather's role in the family). Structural complexity affected loyalty conflicts only for younger adolescents, who reported less loyalty conflicts in complex stepfamilies. Boys were reported to have greater well-being than girls regardless of custody arrangement. (Implications for theory and policy are discussed.) (Author)

ED 289 106

Brunch, Leonard E. Lichtenberg, James W.
Self-Efficacy and Career Choice.
Pub Date—Aug 87
Note—32p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PO2 Plus Postage.
Descriptors—Academic Ability, "Career Choice, "College Students, Higher Education, "Nontraditional Occupations, Self Esteem, "Sex Differences, Vocational Interests
Identifiers—"Self Efficacy
This study focused on the career choice dynamics of college students by examining sex differences in self-efficacy toward occupations that were perceived by the subjects as traditionally male- or female-oriented. The usefulness of self-efficacy as predictor of career choice and the relationships between careers considered, efficacy beliefs about career, self-esteem, and academic ability were also examined. Male and female undergraduates (N=115) enrolled in career exploration classes completed two self-efficacy questionnaire, the careers considered questionnaire, the Perceived Traditionality Questionnaire, the Rosenberg Self-Esteem Scale, and the Strong-Campbell Interest Inventory. American College Testing scores were used to measure academic ability. Traditionality of a career was found to be a moderator variable in career choice for women but not for men. Efficacy beliefs were found to be significant predictors of career considered. Mathematical ability was posiin career choice for women but not for men. Effi-cacy beliefs were found to be significant predictors of career considered. Mathematical ability was posi-tively correlated with efficacy beliefs for tradition-ally male careers and inversely correlated with efficacy beliefs for traditionally female careers. (Au-thor/NB)

ED 289 107 CG 020 373

Lichtenberg, James W.
A Critique of the Concept of "Contingency Power."
Pub Date—Aug 87
Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (93th, New York, NY, August 28-September 1, 1987).

1, 1997).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Counseling Theories, \*Counselor
Client Relationship, \*Power Structure, \*Social Control

Control Identifiers—\*Contingency Power
Most theory and research on power and social influence in counseling and psychotherapy has focused on the power base and power outcome domains of Olson's (1972) framework which viewed power as a generic concept consisting of the three power as a generic concept consisting of the three domains of power base, power process, and power outcome. Statistical approaches to the study of power, influence, and dominance have been devel-oped which fall under the heading of sequential analysis. These approaches see counselor and client responses as being both causes of later events and results of earlier ones. Analyzing power and influ-ence in counseling in terms of the relative degrees of contingency among counselor and client rerence in counseling in terms of the relative degrees of contingency among counselor and client responses seems to be a natural approach. An alternative view to that operationalized by usual approaches to sequential analysis proposes that, rather than earlier events pushing later events into existence, later events may draw earlier events into existence. By taking this approach and computing conditional probabilities in the backward direction, the question becomes one of understanding the possible behavioral sequences that all end up at the same place. Power should not be defined in such a way as to include all causal or contingent relations between interactants, regardless of intentions, because if that were the case, then all human interaction would be a matter of power. In examining human interactions, it is important to accept the fact that human relationships, including counseling relationships, are possible apart from power struggles. (NB)

CG 020 374

ED 289 108
Shaffer, Michal Lichtenberg, James W.
Expected Utility and Sequential Elimination Models of Career Decision Making.
Pub Date—Aug 87
Note—30p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Career Choice, \*Cognitive Style,
College Students, \*Decision Making, Higher Ed-

RIE MAY 1968

ucation, "Models, Values, "Work Attitudes Decision-making strategies have traditionally been classified as either prescriptive/normative or descriptive/behavioral in nature. Proponents of predescriptive/behavioral in nature. Proposents of pre-scriptive/normative decision-making models at-tempt to develop procedures for making optimal decisions while proposents of the descriptive/be-havioral models look for a choice that meets a mini-mal set of requirements rather than an optimal set. This study compared an Expected Utility model (prescriptive/normative) and an Elimination by As-pects (descriptive/behavioral) model of career deci-sion making. Both models were also compared with a "model-free" choice situation in which the deci-sion-making strategy was not explicitly dictated by a "model-free" choice situation in which the decision-making strategy was not explicitly dictated by experimental procedure. The three decision-making strategies were compared in terms of quality of choices, types of careers chosen, and post-decision satisfaction. College students (N = 101) completed the Work Values Inventory and participated in activities which involved operationalization of the three decision-making models. The results suggest that use of the Expected Utility model produced the "best quality" decisions for subjects. (Author/NB)

Saicide Prevention and Coping: A Manual for Teachers, Counsellors and Administrators. Alberta Dept. of Education, Edmonton. Special Ed-ucational Services Branch. Pub Date—87

Note-23p.; For a related student booklet, see CS 020 376.

020 376.
Pub Type— Guides - General (050)
EDRS Price - MFD1/PC01 Plus Postage.
Descriptors—Adolescents, \*Depression (Psychology), Foreign Countries, \*High Risk Persons, Identification, \*Instructional Materials, Secondary Education, \*Suicide
Identifiers—\*Adolescent Suicides, Canada
This canadiant for use but teachers.

This manual was designed for use by teachers, counselors, and administrators and as a supplement to other school curricula which deal with the subject to other school curricular winn deal with the subject of suicide. It provides for the dissemination of infor-mation beyond the student body and assists school jurisdictions with the organization of both preven-tion and crisis oriented plans. Section One, Under-standing Adolescent Depression, contains general information on facts, myths, signs and symptoms, and resource agencies associated with suicide. In-cluded in this section is information on dealing with the aftermath of a staff or student suicide. Section Two, Teaching Towards Suicide Prevention, presents lesson plan ideas for six concepts related to suicide: attitudes, facts and myths, signs and symptoms, communication, who can help, and bereave-ment. Section Three, Suggested Resources for Further Information, lists print materials, selected readings, and selected curricula for instruction in suicide awareness which teachers may find helpful. (NB)

CG 020 376 Understanding Depression and Suicide. Student Booklet.

Alberta Dept. of Education, Edmonton. Special Educational Services Branch.

Pub Date—87

Pub Date—87

Note—12p.; For a related practitioners' manual, see
CS 020 375.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Pastage.

Descriptors—Adolescents, "Crisis Intervention,
"Depression (Psychology), Foreign Countries,
"High Risk Persons, Secondary Education, Secondary School Students, "Suicide
Identifiers—"Adolescent Suicide, Canada

Identifiers—"Adolescent Suicide, Canada
This booklet was developed to provide students
with some basic information on suicide. It describes
the symptoms of depression and discusses the relationship between depression and suicide. Several
important warning signs which may indicate that a
person is considering suicide are presented, including physical, emotional, and behavioral signs.
Myths and truths about suicide are examined. Fifteen sepreal suidelines are provided to assist teen general guidelines are provided to assist the student in dealing with such a situation. A general list of persons who might be able to provide suicide intervention is given and a list of resource agencies is included. (NB)

ED 289 111 CG 020 377 Information on the Child Welfare Act (Alberta) & the Young Offenders Act (Canada) for Educators, Parents and Students. Second Edition.

Alberta Dept. of Education, Edmonton.; John How-

ard Society of Alberta, Edmonton.

Pub Date—Jan 87

Note—56p.

Pub Type— Guides - General (050) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Child Abuse, Child Neglect, \*Child Welfare, \*Delinquency, \*Federal Legislation, Foreign Countries, \*State Legislation, \*Youth Problems

Foreign Countries, "State Legislation, "Youth Problems Identifiers—Canada, "Child Welfare Act (Alberta), "Young Offenders Act 1984 (Canada) This document provides information on two pieces of legislation which affect children and adolescents in Canada. The introduction to "A Guide to the Young Offenders Act in Alberta" briefly reviews the development of the Young Offenders Act and examines the definition of a young person, offenses covered by the act, and amendments to the act. The general approach of the act is outlined and a chart is included which shows the processes and alternatives of the justice system with respect to young persons alleged to have committed an offense. The remainder of the guide describes in greater detail the stages and steps a young person will go through as a result of the implementation of the Young Offenders Act. Included are sections on the role of the police, the right to counsel, youth court proceedings, dispositions, probation, custody, assessment and treatment, appeals and reviews, and completion. Information on Alberta's Child Welfare Act is organized into separate brochures. The first completion. Information on Alberta's Child Welfare Act is organized into separate broochures. The first provides general information and highlights key points of the province's new Child Welfare Act. Other brochures provide information for educators, parents, and students, giving specific details for each of these groups about how suspected cases of child abuse or neglect are handled. A brochure listing resources related to both pieces of legislation is included. (NB)

ED 289 112 CG 020 378

Career and Life Management 20: Interim Curricu-lum Guide, 1987. Alberta Dept. of Education, Edmonton. Curriculum

Report No.-ISBN-0-920794-57-2

Pub Date—87
Note—66p.
Pub Type— Guides - Classroom - Teacher (032)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Cognitive Development, \*Controversial Issues (Course Content), Foreign Countries, High Schools, \*High School Students, Instructional Materials, \*Problem Solving, \*Stu-

dent Development Identifiers—Canada

The Career and Life Management Program was rescribed within the Secondary Education in Alberta policy statement as a core course for senior high school students to provide students with ophigh school students to provide students with op-portunities to develop and practice communicating and thinking skills in situations that will help them to build confidence in their ability to cope with the stress of growing up and living within a rapidly changing society. This document provides an in-terim curriculum guide for the course. It discusses the course rationale, goals, and objectives, and lists essential concepts, skills, and attitudes. Ways to meet developmental needs of students and address sensitive or controversil issues are considered, as it meet developmental needs of students and address sensitive or controversia issues are considered, as it the importance of school-family-community partnerships. The curriculum organization is described, including the core curriculum, optional curriculum, and curriculum structure. An overview of themes of and curriculum structure. An overview of themes of the course is given and modules for the five basic themes are provided: (1) self-management; (2) well-being; (3) relationships; (4) careers and the world of work; and (5) independent living. Five op-tional modules are included which deal with human sexuality, dealing with crises, entrepreneurship, consumer and investment choices, and cultural bridges. Approved resources are listed for both the core and optional modules. Appendices describe the course's relationship to other courses and give the department of education's policy on controversial department of education's policy on controversial issues in the classroom. (NB)

CG 020 379 Health and Human Services: Documentation of Funding Decisions for Child Abuse and Neglect Grants Inadequate. Report to the Chairman, Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Operations, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources. Report No.—GAO/HRD-87-69 Pub Date—22 May 87 Note—41p. Available from

Pub Date—22 May 87
Note—41p.
Available from—U.S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (1-5
copies, free; 6 or more copies, S2.00).
Pub Type—Reports—General (140)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Child Abuse, Child Neglect, "Decision Making, "Federal Aid, "Financial Support,
Program Proposals, "Recordkeeping
At the request of Congressman Ted Weiss, the
General Accounting Office (GAO) reviewed discretionary grant funding practices by the Office of
Human Development Services (OHDS) for National Center on Child Abuse and Neglect projects.
The GAO investigation focused on the extent to
which OHDS selected and rejected full grant applications and preapplications out of ranking order
without written justification and the extent to which
it selected grant applications for administrative
rather than competitive review without written justification during fiscal years 1944 and 1985. The
results revealed that in selecting child abuse and
neglect projects to fund in 1984 and 1985. The
results revealed that in 1984 and 1985. The
results revealed that in selecting child abuse and
neglect projects to fund in 1984 and 1985. The
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neglect projects to fund in 1984 and 1985. The
results revealed that in selecting child abuse and
neglect projects to fund in 1984 and 1985. The
results revealed documentation on resolution of ministrative rather than competitive review. Other ministrative rather than competitive review. Other required documentation on resolution of recommendations and suggestions of expert reviewers, review comments by OHDS officials, and files of rejected applications were also not kept. Although OHDS took steps to remedy these problems in fiscal year 1986, the steps did not resolve all of the problems. The report includes several recommendations for the Secretary of Health and Human Services. (NB)

ED 289 114

CG 020 380

Medicaid: Interstate Variations in Benefits and
Expenditures. Briefing Report to the Hosorable
Daniel Patrick Moyaihaa, United States Senate.
General Accounting Office, Washington, D.C. Div.

of Human Resources. Report No.—GAO/HRD-87-67BR Pub Date—4 May 87

Note—449.

Available from—U.S. General Accounting Office,
P.O. Box 6015, Gaithersubrg, MD 20877 (1-5
copies, free; 6 or more copies, \$2.00 each).
Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, \*Federal Aid, \*Financial Support, \*Human Services, \*State Pro-

grams
Identifiers—\*Medicaid
At the request of Senator Daniel Patrick Moynihan, the General Accounting Office (GAO) examined the causes of interstate variations in Medicaid spending and the growth in overall spending. Using bublished and unpublished information, the GAO identified trends and wide variations among states in Medicaid spending and compared eligibility criteria used, the scope of services offered, and reimbursement to providers. Medicaid spending in New York was compared to national swenges and studies bursement to providers. Medicaid spending in New York was compared to national averages and studies analyzing the underlying causes of variations were reviewed. The results of the GAO investigation revealed that growth in spending for Medicaid during fiscal years 1965-1980 was primarily caused by increasing use and an expanding Medicaid population. Growth in spending in fiscal years 1981-1983 was attributable primarily to inflation. The distribution of payments within the Medicaid program has shifted from acute care for the disabled and Aid to Families With Dependent Children to long-term care for the elderly and chronically ill. The Medicaid literature suggests that similar people in similar circumstances but in different states are treated unqually in terms of both Medicaid eligibility and equally in terms of both Medicaid eligibility and generosity of benefits. Interstate variations appear to be caused by variations in the availability of financial resources across states and by the social and political variables which influence the ways states choose to structure their Medicaid programs. (Sixteen data tables are included.) (NB)

ED 289 115 CG 020 381 Medical Malpractice: A Framework for Action.
Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div.

RIE MAY 1988

of Human Resources. Report No.—GAO/HRD-87-73 Pub Date—20 May 87

Note-38p. Available from

Pub Date—20 May 87

Note—38p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more copies, \$2.00 each).
Pub Type—Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Postriptors—\*Cost Effectiveness, Government Role, \*Insurance, \*Legal Problems, \*Malpractice, \*Physicians, State Action, \*Torts, Trend Analysis At the request of Senator John Heinz and Representative John Edward Porter, the General Accounting Office (GAO) assessed the nature of increases in the costs of medical malpractice insurance over the years, how various states have tried to deal with medical malpractice problems, and what federal and state actions may be warranted. This report suggests actions that the GAO considers appropriate beginnings to address medical malpractice problems. An introductory chapter presents background information; documents the increases in medical malpractice insurance costs since 1983; and explains the scope, objectives, and methodology of the study. The second chapter focuses on actions to address medical malpractice problems and contains sections on: (1) reducing the incidence of medical malpractice injuries; (2) improving communication; (3) reforming tort laws; (4) evaluating alternative dispute resolution mechanisms; and (5) studying the insurance industry. GAO recommendations and suggestions to the United States Congress, the Secretary of Health and Human Services, and the Atomey General are discussed. Actions at the state level concerning oversight of health care provision are suggested. A list of GAO reports related to medical malpractice is appended. (NB)

CG 020 38 Comparison of First Commitment Characteris-tics 1977-1986 CG 020 382

California State Dept. of the Youth Authority, Sac-

ramento. Pub Date-Jul 87

Pub Date - Sur Note—43p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PO12 Plus Postage.
Comparative Analysis, \*Delin-Descriptors—Comparative Analysis, \*Delin-quency, Family Influence, \*Individual Character-istics, Peer Influence, Stealing, Trend Analysis, Vandalism, Violence, \*Youth Problems Identifiers—\*California State Dept of the Youth

Authority

Authority
This document presents statistics on the characteristics of first commitments from the California
Youth Authority (CYA). Offense categories used in
the report include violent offenses, property offenses, narcotic and drug offenses, and others. Several highlights of first commitment characteristics
are reported: (1) from 1985 to 1986, CYA commitments increased by two, presents; (2) ethnic minorments increased by two, presents; (2) ethnic minorare reported: (1) from 1985 to 1986, CYA commitments increased by two percent; (2) ethnic minorities constituted 72% of 1986 CYA commitments; (3) violent offenders represented 38% of 1986 commitments; (4) of CYA cases committed in 1986 who were in the job market, 77% were unemployed; (5) most (73%) of 1986 CYA cases were living in the parental home at the time of commitment; (6) over 50% of 1986 CYA cases had family members with criminal records; and (7) major problems identified as contributing to antisocial behavior of CYA cases committed in 1986 were negative influence of peer groups and mental-emotional problems. A summary of items is provided in the areas of sex, court of commitment, county of commitment, primary comcontinues in provided in the areas of sea, court of commitment, county of commitment, primary commitment offense, ethnic group, age, escape record, co-offenders, physical handicaps, school grade, reading comprehension, arithmetic reasoning, prior convictions or commitments, religion, family history, neighborhood, descriptivity, see schlar, as explain. convictions or communicates, reagon, samp usery, neighborhood characteristics, problem areas, and employment. The major part of the report consists of three data tables of statistics which support the highlights and summary sections. (NB)

CG 020 383 Davis, Robert E. Craig, Lisa
Recruiting for School Counselor Preparation Pro-

Spons Agency—American School Counselor Asso-ciation. Alexandria, VA. Pub Date—1 Nov 86

Note—9p.; Paper presented at the Annual Meeting of the Southern Association of Counselor Education and Supervision (New Orleans, LA, October 30-November 4, 1986).

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—\*Cooperative Programs, \*Counselor Educations, \*Counselor Training, Demand Occupations, Educational Cooperation, Elementary Secondary Education, Higher Education, School Counseling, \*School Counselors, \*School Hold-ing Power, \*Student Recruitment Although there is a need for more trained school

ing Power, "Student Recruitment
Although there is a need for more trained school
counselors, a decrease in the size of school counselor preparation programs has been reported and
many counselor preparation programs no longer
train school counselors. Increasing the number of
graduates in school counseling programs requires an
increase in resources and commitment in counselor
education departments. Renewed attention to recruitment, retention, and cooperative efforts of cruitment, retention, and cooperative efforts of counselor educators and current school counselors is needed. Several publications are available to help is needed. Several publications are available to help counselor educators develop effective methods of recruiting and marketing. Other publications provide assistance in developing a planned retention program which will help students through graduation. Networking of counselors educators and school counselors may be achieved through professional associations. Coordinated efforts by the profession will increase the likelihood of increasing the number of professionally trained school counselors. To increase the effectiveness of enrollment plans, nationally applicable information must be compiled, assembled, and made available; professional development must focus on increasing professional assembled, and made available; professional development must focus on increasing professional awareness of the problem and emphasizing skill development; and cooperative plans must be developed among counselor education programs. Counselor education programs must place more emphasis on school programs if the programs are to survive and if adequate numbers of school counselors are to be prepared. (NB)

CG 020 384

rtas, Gint V. A Drop Out Prevention Program Utilizing Peer Group Counseling with Middle School Alterna-tive Students. Pub Date—Jul 87

Pub Date—Jul 87

Note—58p; Ed.D. Practicum, Nova Universtiy.
Pub Type— Reports - General (140) — Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—'Attitude Change, Behavior Change, Elementary Education, Elementary School Students, 'High Risk Students, 'Middle Schools, 'Nontraditional Education, 'Peer Courseling Program Rifectiveness Soff Esteem Students,' seling, Program Effectiveness, Self Esteem, Stu-dent Attitudes, Truancy

dent Attitudes, Truancy
A dropout prevention program was developed to
address the needs of middle school alternative students, those students who have been labeled as severly disruptive and who fall into the high-risk
category for potential dropouts. Many of the students have a history of physical violence, abusive
language, truancy, and police arrests or juvenile detention records. The program was designed to re
duce absenteeism by 30%, increase self-esteem by
30%, and increase positive school attitude by 30%
through the use of peer group counseling. The setting was a self-contained alternative program with a
student-teacher ratio of eight to one. Eighteen students competed the program during its 10-month
dents competed the program during its 10-month dents completed the program during its 10-month implementation period. An analysis of data compiled over that time showed a 14% decrease in trupiled over that time showed a 14% decrease in tru-ancy and a 16% average gain in settle-esteem. There was a 26% positive gain in student attitudes toward school between pretest and mid-year test while all variables were constant. A comparison of the mid-year test and posttest results showed a 25% negative decrease in positive school attitude, influ-enced by an unexpected administrative and disci-plinary code change at mid-year. The program was instrumental in uncovering a series of obstacles to the institution of peer group counseling within an the institution of peer group counseling within an alternative education program. (Author/NB)

CG 020 385 Helping Schools Prevent Drug and Alcohol Abuse. New Jersey State Dept. of Education, Trenton. Pub Date—Jun 87

Pub Date—Jun 6.
Note—14p.
Pub Type— Reports - General (140)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Drinking, \*Drug Abuse, Elementary
Secondary Education, \*Prevention, \*Public
Schools, \*School Districts, School Role, \*State

Identifiers—New Jersey, \*Substance Abuse
This report describes the efforts of the New Jersey
State Department of Education to assist local school This report describes the efforts of the New Jersey State Department of Education to assist local school districts in a comprehensive approach to combat drug and alcohol abuse in the schools. The introduction examines the drug and alcohol problems of students in New Jersey and discusses the State Board of Education's recent adoption of the first "Drug and Alcohol Abuse Prevention and Intervention Plan" and of the drug and alcohol administrative code. A section on what schools should do to prevent and reduce substance abuse describes four key elements of a comprehensive substance abuse program that need to be included in school district planning and implementation activities. The next section describes state support for local district substance abuse program development. The Drug-Free Schools and Communities Act is explained; competitive grant programs in the areas of chemical health curriculum development, substance abuse coordination, and model elementary school intervention are discussed; the Family Court System County Pilot Project is described; and the proposed revision and requirements of a teacher certification test are outlined. The final section of the report lists publications and training resources. (NB)

CG 020 386

ED 289 120

CG 020 386

Frankel, Arthur Snyder, Mel L.

Egotism among the Depressed: When Seif-Protection Becomes Self-Handicapping.

Pub Date—1 Sep 87

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1 1987).

tion (95th, New York, NY, August 28-September 1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement, "Attribution Theory,
College Students, "Depression (Psychology),
"Egocentrism, Failure, "Helplessness, Higher Education, "Motivation, Psychological Patterns,
"Self Esteem
The reflectance of depressed people to try, hard.

ucation, "Motivation, Psychological Patterns, "Self Esteem
The reluctance of depressed people to try hard may result not from their low expectancy for success, as Learned Helplesaness Theory suggests, but rather from egotiatic motivation to preserve whatever self-esteem they still have. Two studies were conducted using a paradigm which permitted a direct comparison of Learned Helplessness Theory and Egotism Theory as explanations for the motivational deficit associated with the performance of depressed subjects in an achievement situation. The purported difficulty of a task was manipulated to examine whether relatively depressed persons persisted less as the task grew more difficult, as Learned Helplessness Theory must argue, or whether they persisted more, as Egotism Theory predicts. The results showed that relatively depressed college students persisted longer in their attempts to solve a puzzle when it was described beforehand as extremely difficult compared to when it was purported to be moderately difficult. Subjects also were more likely to blame their lack of success, especially in the moderate difficulty condition, on too little and too much effort, as well as on their being anxious and worried, relative to their less depressed counterparts. These findings provide evidence that depressed persons engage in egotistic behavior when their self-esteem is threatened by potential failure. (Author/NB)

Harrison, Tommy R. Monroe, Nancy L. Understanding Gifted Adolescents and Meeting Their Cognitive and Emotional Needs through School Counseling.

Pub Date—Nov 86

Notes 1.5 c. Page 1.5 c.

tote—15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).

1986).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Academically Gifted, "Adolescents,
"Counselor Role, Emotional Development,
"Gifted, Occupational Aspiration, School Counseling, "School Counselors, School Guidance,
Secondary Education, Student Development,
"Student Needs
Through the years, eifted adolescents have suf-

Through the years, gifted adolescents have suf-fered from a lack of formal guidance from the school counselor. Probably the most common reason for the lack of quality counseling for the gifted student

stems from the general yet erroneous belief that the gifted child can take care of himself/herself. Alvino (1981) noted that when counselors do work with gifted students, they place primary emphasis on cognitive development and often overlook the stu-dents' emotional needs. To help the gifted adolesdents emotional needs. To nelp the gitted acotes-cent, Walker (1982) advocated group guidance with emphasis on decision making. Williams (1982) de-picted the Rogerian client-centered approach as crucial to career-related aptitudes. Simpson and Kaufmann (1981) felt that counselors could help all gifted adolescents develop their full potential in a vocational sense. Hyman and Brody (1984) noted, vocational sense. Hyman and Brody (1984) noted, however, that the counselor is often a poor, ineffectual source of encouragement particularly for the female gifted adolescent seeking vocational guidance. Kerr (1983) wrote that raising the career aspirations of gifted females is most important. Whatever the reason for ineffectual guidance and counseling for the gifted adolescent, not one is describle. The counseler must help the eiffed adolescent and the second particular that the set of the describle. fensible. The counselor must help the gifted adoles-cent acquire essential decision making skills. The gifted student's vocational aspirations and achievements ultimately depend on this. (Author)

ED 269 122 CG 020 388
Health Care Fraud: Characteristics, Sanctines, and
Prevention. Briefing Report to the Honorable
William V. Roth, Jr., U.S. Senate.
General Accounting Office, Washington, D.C. Accounting and Financial Management Div.
Report No.—GAO/AFMD-87-29BR
Pub Date—Jul 87
Note—37n.

Note—37p.

Available from—U.S. General Accounting Office,
P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6-99 copies, \$2.00 each; 25% discount for 100 or more copies).

Count for 100 or more copies).

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Court Litigation, "Criminals, "Fines

(Penalties), "Government Role, "Health Person-

nel, \*Health Programs
Identifiers—\*Fraud, Medicaid, \*Medicare
At the request of Senator William Roth, Jr., the General Accounting Office (GAO) reviewed Medi-care and Medicaid fraud investigations that agency inspectors general referred to the Department of Inspectors general reterred to the Department of Justice for prosecution to identify characteristics of alleged fraud against the government and to deter-mine actions taken against those caught defrauding the government. A review of 279 Medicare and Medicaid cases from the Office of Inspector Gen-eral revealed that 89% of the cases involved submis-sion of false claims; 3% involved kickbacks; and 2% sion of false claims; 3% involved kickbacks; and 2% involved perjury, theft, or misuse of government property. About 85% of cases involved health care providers, of which approximately 50% were medical doctors. About 50% of cases involved allegations of fraud committed against the Medicare program, 30% involved Medicaid, and 9% involved more than one health care program. Three types of action which can be taken against health care providers who commit Medicare or Medicaid fraud were identified: (1) subjection to criminal or civil action by the Densyment of histoic; (2) assessment with a

by the Department of Justice; (2) assessment with a civil monetary penalty; and (3) suspension from participating in the Medicare and Medicaid programs. A review of 351 cases revealed that, in 275 cases, subjects were either prosecuted, fined, or suspended

subjects were either prosecuted, fined, or suspended from participation in the program. New procedures are being initiated by the Office of Inspector Gen-eral to ensure that vulnerabilities in the Medicare and Medicaid programs are communicated to health care program managers so that underlying causes of fraud can be corrected. The GAO will review this system in the future. (NB)

Health Facilities: New York State's Oversight of Nursing Homes and Hospitals. Report to the Honorable Bill Green, House of Representatives. General Accounting Office, New York, NY. Re-

CG 020 389

gional Office.
Report No.—GAO/HRD-87-24
Pub Date—Nov 86

Note—24p. Available fromvailable from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6-99 copies, \$2.00 each; 25% dia-count for 100 or more copies).

Count for 100 or more copies).
Pub Type—Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Certification, Evaluation
- Trederal State Relationship, \*Hospitals, \*Inspection, \*Nursing Homes, \*State Action, \*State

Standards

Identifiers—Medicaid, Medicare, \*New York
At the request of Congressman William Green,
the General Accounting Office (GAO) evaluated the validity of allegations about deficiencies in the New York State Department of Health's nursing home and hospital inspection processes for certifi-cation for participation in the Medicare and Mediccation for participation in the medicate and medica-aid programs. Health Care Financing Administration and state policies, procedures, and practices for investigating complaints, performing inspections, and determining nursing home and hos-pital compliance with federal standards were evalupital compliance with federal sandards were evaluated. It had been alleged that: (1) the validity of the nursing home inspection process was compromised because facilities received advance notice of inspections; (2) inspection reports were being weakened by supervisors; (3) the state was not investigating patient complaints in a timely manner; (4) the state was not sharing information on patient complaints with the federal government; (5) the state was lax in minimization and consideration of the sale was an instituting enforcement action against facilities with deficiencies; and (6) inspection and enforcement actions were biased in favor of certain facilities. The GAO investigation did not substantiate the allegations. Problems identified in the investigation discussed with the state and actions have been taken to correct the problems. (NB)

CG 020 390

Stiles, Deborah A.
Understanding Troubled Young Adolescents Who
Have Problems at School: Case Studies. Pub Date-87

Note-150p.

Note—130p.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Adolescents, Behavior Theories,
Case Studies, \*Counseling Techniques, \*Counseling Theories, Counseling Techniques, \*Counseling Psychology, Elementary Secondary Education,
Higher Education, \*Instructional Materials, Non-directive, Counseling, Psychiatry, Systems, Son-directive, Counseling, Psychiatry, Systems, Secondary, Systems, Counseling, Psychiatry, Counseling, Psychiatr directive Counseling, Psychiatry, Systems Approach, Teacher Education, \*Theory Practice Relationship

This document contains case studies of troubled adolescents and is intended for use by educators for discussions, especially in in-service and graduate programs. Case studies of 10 young adolescents are presented, each followed by a set of questions drawn from a psychological theory. To help new practitioners who may have difficulty connecting theory with practice when they begin to counsel, evaluate, or teach adolescents, this document shows how five psychological approaches can be used to understand and help adolescents who are experiencing emotional and behavioral problems at school. The first chapter presents a case study and provides an introduction to the nine other studies presented in discussions, especially in in-service and graduate chapter presents a case study and provides an intro-duction to the nine other studies presented in the book. Each of the remaining five chapters focuses on a specific psychological approach and includes case studies to illustrate each approach. The psycho-logical approaches presented in the book are: (1) psychoanalytic; (2) developmental; (3) person-cen-tered; (4) behavioral; and (5) systems/ecological. References are included. (NB)

ED 289 125 CG 020 391

Chickering, Joanne N.
Warmline Training Manual: Peer Counseling Returning Adult Students.
Memphis State Univ., TN. Center for Student De-

velopment. Pub Date—Apr 87

Warmline, a peer counseling program at Memphis (Tennessee) State University which aims to provide information and support for older-than-average reinformation and support for older-than-average re-turning or first time students, is described in this training manual. Objectives of the program dis-cussed include reaching out to returning students and welcoming them to campus, providing encour-agement and information to use resources on and off campus to ease the problems of returning to college, and helping groups involved to discuss problems encountered in returning to campus. Operation of Warmline is described as peer counselors (often stu-

dents from the graduate counseling program) contacting returning students by telephone and offering information and referral about services such as child care. It is noted that Warmline does not offer psy-chotherapy, but refers when appropriate. This train-ing manual includes this information: an application form; qualifications for counselors; program de-scription; goals, requirements, possible problems, and resources; counselor responsibilities; training schedule; theoretical base; interview suggestions; and information and referrals. Appendices include information on good listening skills, open-ended questions, reflections, learning style inventory, Myers-Briggs Type Indicator, and Adult Development Theory. (ABL)

ED 289 126 CG 020 392 Diedrick, Patricia

Gender Differences in Communication.

Note-15p.

Note—13p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Emotional Response, \*Interpersonal

Communication, Marital Satisfaction, \*Psychological Patterns, \*Self Esteem, \*Sex Differences,

"Sex Role, Spouses
Gender differences in spoken and unspoken emotional expression exist and may be related to gender differences in other realms, particularly in self-esteem. This literature review investigated gender dif ferences in communication, particularly as related to emotional expressiveness, detection of emotional responses, and self-disclosures, in relation to sex-role learnings and self-esteem. Results of the sex-role learnings and self-esteem. Results of the literature review suggest that gender differences in responding to, and sending out, non-verbal indications of emotions exist. Self-esteem for females may depend highly upon success in relationships, which may lead them to be more apt to communicate negamay lead them to be more apt to communicate negative aspects of the relationship as well as negative feelings, in hopes of fixing what is seen as wrong. Males may well appear more defensive, perhaps even unable to express and detect deeply felt emotions. Such gender differences reflect traditional values and assumptions about the nature of the values and assumptions about the nature of the sexes. Perhaps women do serve as the emotional mirrors for their mates' feelings, and yet their mates must be sensitive to this, if not to their own feelings, in order to form a happy relationship in which the wife feels somehow rewarded for her efforts at emotional expressiveness. (Author/ABL)

ED 289 127 CG 020 393

Auvenshine, Dwight
Demographic and Psycho-Social Implications for
Assessment and Treatment of Chronic Pain Pa-

Pub Date—Aug 87
Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

1, 1987).
Pub Type— Information Analyses (070) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Demography, "Diseases, "Medical
Services, "Patients, "Psychological Characteristics, "Social Influences, Therapy
Identifiers—"Chronic Pain, Minnesota Multiphasic
Personality Inventors."

Identifiers—\*Chronic Pain, Minnesota Multiphasic Personality Inventory Several demographic and psychosocial variables affect assessment and treatment of chronic pain patients. The variables include demographic characteristics, life styles, family constellations, job conditions, financial status, support networks, and leisure activities. In recent years clinics and programs have emerged in a variety of configurations. Programs vary according to geography, agency, size, and training emphasis. Patients vary systematically according to program type on demographics, size, and training emphasis. Patients vary systematically according to program type on demographics, characteristics of pain problems, treatment history, and employment and compensation status. Findings regarding ethnic differences in responding to pain were reported among Black, Italian, Jewish, Irish, and Puerto Rican patients. While intellectual and personality variables bear some relationship to reported pain, the relationships are complex and equivocal. Several studies report Minnesota Multi-phasic Personality Inventory (MMPD) results. phasic Personality Inventory (MMPI) results. Al-though the MMPI does not reliably differentiate "functional" from "organic" or predict success versus failure among pain patients, it does reflect dis-tress level, chronicity, and adaptation to the condition. Chronic pain is an extremely complex phenomenon. Pain experience and pain behaviors

are affected by interacting physical, medical, psy-chological, vocational, and social conditions. All these factors and their cumulative effects should be considered in order to treat chronic pain patients effectively. (Author/ABL)

ED 289 128

Colarelli, Stephen M. And Others Selective Recruiting: College Characteristics and

Job Outcomes.

Pub Date—Aug 87

Note—33p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). Tables contain small print. ab Type— Reports - Research (143) — Speeches/-

Pub Type

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accountants, \*College Graduates,
College Students, Educational Benefits, Educa-tion Work Relationship, \*Employment Poten-tial, Higher Education, \*Institutional Characteris-tics, \*Job Performance, Outcomes of Education,
Perspecies Selection, Recruitment, \*Work Atti-\*Personnel Selection, Recruitment, \*Work Atti-

Although institutions of higher education differ widely, little is known about the effects of different college characteristics on early career outcomes. A coulege characteristics on early career outcomes. A study was conducted to examine the relationships among nine college characteristics and job offers, employment status, job attitudes, and job perfor-mance of recent college graduates. College charac-teristics studied were ability of entering freshmen, selectivity, sex composition of student body, con-trol, size, wealth, religiosity, religious affiliation, and reputation for quality, religious affiliation, accounting students and newly-hired accountants representing 93 colleges and universities. Subjects representing 93 colleges and universities. Subjects were surveyed during the beginning of their senior year in college, their first week at work, and after one year on the job. The results indicated that the college characteristics examined were generally not related to job attitudes and job performance. Characteristics of colleges did correlate strongly with receiving job offers from, and being employed at, prestigious firms. The results are discussed in terms of threshold effects, situational influences, and prestige effects. Implications for educational and recruiting practices are suggested. (Author/NB) cruiting practices are suggested. (Author/NB)

ED 289 129

CG 020 396 Shean, Glenn D.

Depression and the Family Life Cycle: Adjusting the System at Retirement.

Pub Date—80

Note-7p.

Note—79.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment),
"Counseling Techniques, "Depression (Psychology), "Family Problems, "Family Relationship,
Older Adults, "Retirement, Stress Variables, Systems Approach

tems Approach
Identifiers—"Family Systems Theory, "Life Cycles
This document uses family systems constructs to
explain the onset and maintenance of clinical symptoms such as depression and their relation to life
cycle issues among the elderly. The basic assumptions of family systems thinking about structure and
function are summarized. Figures and tables are
used to illustrate changing family circumstances
which require structural adaptation and new transactional patterns, dysfunctional family patterns, and
an example of clinical depression precipitated by actional patterns, dysfunctional family patterns, and an example of clinical depression precipitated by failure of a family system to adapt to life cycle stressors associated with retirement. Intervention from a family systems perspective is conceptualized in terms of three aspects of intervention: (1) structural formulations of cross-generational triadic patterns of emmeshment-disengagement; (2) failures to adapt to life-cycle transitions; and (3) the dysfunctional systemic structure. A case example is provided to illustrate the formulation of a case diagnosed as major depressive disorder in an elderly married woman and the application of family systems formulations of intervention. (NB)

ED 289 130 CG 020 397 A Comparison of the Youth Authority's Institution and Parole Populations. June 30, 1977 through June 30, 1986. California State Dept. of the Youth Authority, Sac-

ramento. Pub Date—Dec 86

-41p. RIE MAY 1988

Pub Type—Reports - Research (143) — Numeri-cal (Juantitative Data (110) EDRS Price - MP01/PO2 Plus Postage. Descriptors—"Adolescents, "Correctional Institu-tions, "Criminals, "Delinquency, Demography, Sex Differences, "Trend Analysis, Young Adults, Youth Problems Youth Prob

Identifiers-California, Parolees

Identifiers—California, "Parolees
This document contains a narrative and tables
which provide information on the characteristics of
the California Youth Authority's institution, camp,
and parole populations as of June 30 of each year,
1977 through 1986. The characteristics compared in the report include committing court, county of com-mitment, admission status, ethnicity, Youthful Ofmitment, admission status, ethnicity, Youthful Offender Parole Board status, average age, and four categories of commitment offenses (violent offenses, property offenses, narcotic and drug offenses, and other offenses). A summary section discusses changes which have occurred in the Youth Authority's population over the 10-year period examined. Seven data tables support the text. A highlights section explains the policy and legislative actions which may have had an effect on Youth Authority populations over the years, and recommends considering those effects when interpreting data. (NB) data. (NB)

ED 289 131 CG 020 39

Buri, John R. Mueller, Rebecca A.

Conceptions of Parents, Conceptions of Self, and

Conceptions of God.

Spons Agency—College of St. Thomas, St. Paul, Minn.

Pub Date—Aug 87 Grant—33517

iote—12p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Beliefs, Catholics, College Students,
Higher Education, \*Parent Child Relationship,
Parents, \*Religion, Self Concept, \*Self Esteem,
\*\*Statistics.\*\*

"Student Attitudes
Identifiers—"God (Concept,
Different theorists have suggested that an individual's view of God may be related to one's view of one's father, one's mother, or one's self. A study less of the control of the study of the self. one's namer, one's mother, or one's self. A study was conducted to examine the relationship of college students' conceptions of the wrathfulness-kindliness of God to their conceptions of their father's and mother's permissiveness, authoritarianism, and au-thoritativeness, and to their own self-esteem. Catho-lic college students (2) - 20 when the college students (3) - 20 when the college students lic college students (N = 83) who considered God to be important in their lives, responded to the Tennes-see Self-Concept Scale, a father's Parental Authority Questionnaire, a mother's Parental Authority Questionnaire, and a conception of God questionnaire. The results revealed that responde naire. The results revealed that respondents con-ception of self was more strongly related to their conceptions of God than were any of the conception of parental authority variables; self-esteem ac-counted for 24% of the variance in respondental conceptions of the wrathfulness-kindliness of God. conceptions of the wrathfulness-kindliness of God. Respondents who felt themselves valuable, capable, and worthy were more easily able to conceptualize God as a loving, patient, and forgiving authority figure than were those who viewed themselves with greater degrees of self-dissatisfaction and self-rejec-tion. (NB)

CG 020 399 ED 289 132

ED 469 152.
Shiyanandan, Mary
Testimony before Subcommittee on Labor, Health, and Human Services and Education.
Pub Date—22 Apr 87

Note-12p. Available fr Note—12p.
Available from—KM Associates, 4711 Overbrook
Rd., Bethesda, MD 20816.
Pub Type—Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—\*Contraception, \*Family Planning,
\*Federal Aid, \*Financial Support, Human Ser-

vices, \*Pregnancy Identifiers—\*Natural Family Planning

This document contains the testimony before Congress of a witness representing the New England Natural Family Planning Association and Natural Family Planning Education of Rochester, New York. The World Health Organization definition of natural family planning (NFP) is included

which defines NFP as methods for planning and preventing pregnancies by observation of the naturally occurring signs and symptoms of the fertile phases of the menstrual cycle; abatinence from sexual intercourse during the fertile phase; and avoidance of drugs, devices, and surgical procedures to prevent conception. It is noted that national and international studies have established a method effectiveness of 98-99% for NFP. Four issues related to NFP are addressed in the testimony: (1) level of funding for NFP programs; (2) funding of pulled NFP services; (3) funding of NFP special projects at the federal level; and (4) recognition of the special needs of a NFP service. The testimony concludes by urging Congress to support with appropriate funding those who are providing natural family planning urging Congress to support with appropriate fund-ing those who are providing natural family planning services to the community. (NB)

Norris, Thomas L. Victim Therapy with Adult Survivors of Child

Sexual Abuse.

Pub Date—25 Oct 86

Note—19p. Paper presented at the Annual Conference of the American Association for Marriage and Family Therapy (44th, Orlando, FL, October 23-26, 1986).

23-26, 1986).
Pub Type— Reports - General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, \*Child Abuse, \*Counseling
Techniques, \*Emotional Adjustment, \*Incest,
\*Individual Counseling, Rape, \*Sexual Abuse,
Victims of Crime. Victims of Crime

Victims of Crime

This paper describes a four-phase therapeutic approach that has proven useful to adult female and male survivors of child sexual abuse. The methods described are primarily used in individual therapy, although the context is within the family therapy realm and relies heavily upon Structural Family Systems Theory. The four phases which a victim passes through before the counseling is complete are described in detail under the headings of: (1) Challenge and Education; (2) Delving Deeper and Fragilie Times; (3) Rebirth and New Life Skills; and (4) Evaluation and Moving On. Specific techniques which are used at each phase are enumerated and discussed. Examples are included to illustrate the various techniques, which include guided imagery, developing a family genogram, relaxation techniques, reparenting, psychodrama, and the "Child Within" concept. (NB)

ED 289 134 CG 020 401

Holahan, Carole K.
Post-Retirement Adjustment: Effective Coping with the Stresses of Aging.
Texas Univ., Austin. Hogg Foundation for Mental

Pub Date-87

Pub Date—5',
Note—14p.

Available from—Hogg Foundation for Mental
Health, Publications Division, P.O. Box 7998,
Austin, TX 78713-7998.

Pub Type— Reports - Research (143)

EDRS Price - MP01 Plus Postage, PC Not Avail-

able from EDRS.
Descriptors—Adjustment (to Environment), \*Aging (Individuals), \*Coping, Life Satisfaction, \*Older Adults, Quality of Life, \*Retirement, \*Social Support Groups, Stress Management, \*Stress Variable.\*

cala support Oroups, stress Management, "Stress Variables Identifiers—"Self Efficacy
A study was conducted to examine the role of positive and negative life circumstances and individual coping factors in the psychological adjustment of older individuals. Interviews were conducted with 32 men and 32 women between the ages of 65 and 75 who were retired from mid-level or managerial jobs at the University of Texas. Most of the respondents were reinterviewed one year later. The majority of the negative life events reported by respondents involved the death or illness of a family member or friend. In spite of the seriousness of the negative life events reported, daily has sales were more strongly related to distress than were major events. Results demonstrated mental health benefits for older persons from having social relamajor events. Results demonstrated mental health benefits for older persons from having social relationships that provided important qualitative apects of social support. Findings also showed that perceptions of self-efficacy in dealing with problems and negative life events were related to successful adjustment. Respondents were, in general, well-adjusted and satisfied with their lives. They appeared to be coping effectively and were generally meeting the stresses and demands of aging with success and

good humor. Most respondents reported that the quality of their lives as they aged was as good or better than they had anticipated and most were opti-mistic about the future. (NB)

ED 289 135 CG 020 402

Gilbert, Lucia Albino
What Makes Dual-Career Marriages Tick?
Texas Univ., Austin. Hogg Foundation for Mental

Pub Date-87

Pub Date—57
Note—22p.

Available from—Hogg Foundation for Mental
Health, Publications Division, P.O. Box 7998,
Austin, TX 78713-7998.

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Coping, \*Dual Career Family, \*Family Relationship, \*Pamily Structure, \*Males, \*Marital Satisfaction, Role Conflict, Social Sup-

port Groups, \*Spouses, Stress Variables
A dual-career family is a family in which both
couses are committed to occupational work and to a family life together and support each other's de-sires to combine roles that traditionally were viewed as incompatible. Male socialization in the areas of entitlement, dependency, and nurturance can cause problems for men in dual-career marriages. In addiproblems for men in dual-career marriages. In addition to sharing power and status with women, men in dual-career families need to revise their sense of self. Benefits for men in dual-career marriages include freedom from the burden of total economic responsibility for the family and a chance to be more involved with their children. Stressors common in dual-career marriages include deciding whether, when, and how to parent; combining work and family; and job placement and occupational mobility. A successful dual-career marriage depends on many factors, most notably the spouses' willingness to insuccessful dual-career marriage depends on many factors, most notably the spouses' willingness to integrate career and family despite societal pressures to conform to sex-typed roles. Personal, family, and societal resources are needed to achieve this integration. Spouses in dual-career families need to talk about their conflicts, seek out community resources, and recognize that change is rarely easy. To make a dual-career family work, apouses must integrated a dual-career family work, spouses must understand the issues involved and work through their problems with flexibility, compassion, and patience. (NB)

Transition to Secondary Schooling: A Monograph of Ideas for Principals and Teachers. Alberta Dept. of Education, Edmonton. Student Programs and Evaluation Div. Pub Date—Aug 87 Note.—709.

Pub Date—rap.
Note—79p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*Adolescent Development, Adolescents, \*Class Activities, Foreign Countries, High Risk Students, Secondary Education, \*Secondary School Students, \*Student Adjustment, Teacher Role, \*Transitional Programs Identifiers—Canads

This document was developed to provide principal and teachers with an understanding of the concept and process of student transition to secondary achool and to suggest creative wave which cept and process of student transition to secondary school and to suggest creative ways which teachers have found that will enable educators to facilitate students' transition into and through some of the early secondary grades. The monograph is organized into three parts. The introduction outlines the purpose of the handbook. The second part introduces the concept and process of transition and includes two figures which summarize the significant aspects of transition. The third and most extensive mart deals with facilitating transition. aspects of transition. The third and most extensive part deals with facilitating transition. It focuses on three areas: (1) school environment from elementary to secondary grades; (2) developmental changes in students during early and middle adolescence; and (3) meeting individual differences and serving ast-risk students. Specific ideas and suggestions are provided to ease transition for all students and to maximize opportunities for students to make the best use of their school time. Teaching strategies are presented for the early adolescent period in the areas of social/emotional, physical, and intellectual and creative growth. The appendices contain a series of checklists for principals and teachers, a glossary of terms, and a selected annotated bibliography. (NB) art deals with facilitating transition. It focuses on

ED 289 137 CG 020 404 Beehr, Terry A. And Others Social Supports and Contents of Com

between Supervisors and Subordinates. Pub Date—Aug 87 ote—38p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

tion (95th, New York, NY, August 28-September 1, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, \*Employee Attitudes, \*Employer Employee Relationship, Nurses, \*Social Support Groups, \*Stress Variables, \*Supervisors, \*Verbal Communication Social support in the workplace may take many forms, and the form it takes may be related to the extent to which it buffers the relationship between occupational stressors and individual strains. A study was conducted to examine social support given to subordinates from their supervisors. Nurses (N=225) from seven hospitals completed measures of role stressors, job satisfaction and other outcomes, social supports, and contents of communications with supervisors. The results revealed that positive and negative work-related communications occurred between supervisors and subordinates, positive and negative work-related communicates, cocurred between supervisors and subordinates, that supervisors and subordinates also talked about non-job related events, and that these three types of the combined. Subordinon-job related events, and that these three types of communications were often combined. Subordinates' perceptions of available support from their supervisors were primarily related to positive job-related or non-job-related communications and only slightly related to negative job-related communications. Traditional measures of perceived social support had main effects on employee strain; contents of communications with supervisors also had these effects. The findings suggest that the buffering effects of social support may depend in part on the content of communications among potentially supportive people. Future research might examine different stressors, strains, and sources of support. (NB)

ED 289 138 CG 020 405

Hall, Cathy W. Wahrman, Elizabeth
Theoretical Orientations of Intervention Strategies and Perceived Acceptability.
Pub Date—Mar 87

Note—17p.; Paper presented at the Annual Meet-ing of the National Association of School Psy-chologists (19th, New Orleans, LA, March 4-8, 1987).

1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Behavior Problems, "Classroom
Techniques, "Discipline, Blementary Secondary
Education, "Student Behavior, Student Teachers,
"Teacher Attitudes, "Teacher Behavior, Teachers
Two research projects were conducted to assess
the relationship between teachers' views on the accertability of intervention strategies for dealing

ceptability of intervention strategies for dealing with behavior problems and their classroom use of such interventions. One study with student teachers such interventions. One study with student teachers (N=72) investigated acting-out and passive behavior problems and the acceptability of behavioral, humanistic, and pragmatic interventions. The second study conducted with regular education teachers (N=72) included the acting out behavior problem and the acceptability of the three interventions. The ratings of the interventions indicated that both student teachers and regular education teachers viewed the humanistic and behavioral behavioral both student teachers and regular education teachers viewed the humanistic and behavioral approaches as being the most acceptable and the pragmatic approach as being the least acceptable. In terms of classroom use, there were significant positive correlations among acceptability ratings of the three intervention types and student teacher self-reported use of these three types of intervention. With regular education teachers, there was a significant positive correlation between the ratings of the behavioral intervention and self-reported use of behavioral interventions within the classroom. of behavioral interventions within the classroom. Neither the pragmatic nor the humanistic ratings correlated with self-reported classoom use for the regular education teachers. (Author/NB)

ED 289 139 Legialation on Crimes against Children. Report No. 7 to the 1987 Legialature. Wisconsin State Legialative Council, Madison. Pub Date—21 Apr 37

27p.; For related documents, see CG 020 407-414.

Pub Type— Legal/Legislative/Regulatory Materials (990) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, \*Child Abuse, Child Custody, Children, \*Childrens Rights, \*Crime, \*Legal Responsibility, \*Sexual Abuse, \*State Legislation, Victims of Crime Identifiers—\*Wisconsin
This document contains information relating to the 1987 Wisconsin State Senate Bill 203 which reorganizes existing crimes against children located throughout the criminal code into a separate chapter of that code relating solely to crimes against children. Part I explains key provision of the bill, noting that the bill would restate the child victim age categories in the sexual assault statute, revise age categories in the sexual assault statute, revise several existing crimes against children, expand some current statutes, and create some new crime classifications. Part II describes committee activity, classifications. Part II describes committee activity, including assignment, summary of meetings, committee and council votes, and staff materials. Part III provides a description of the 1987 Senate Bill 203, giving the bill's background and explaining the six major provisions of the bill: (1) child abuse; (2) actual offenses; (3) adult responsibilities; (4) adduction and custody; (5) regulatory offenses; and (6) limitations. Part IV gives committee recommendations for revisions in the general obscenity statute, the definition of "sexual contact" and the penalty of controlled substances violations, and privacy for controlled substances violations, and privacy for controlled substances violations, and privacy protection for child victims. Committee materials are appended. (NB)

CG 020 407

CG 020 407
Goodwin, Susan
Child Sapport Law in Wisconsin. Information
Memorandum 86-22.
Wisconsin State Legislative Council, Madison.
Pub Date—8 Dec 86
Note—19p.; For related documents, see CG 020
406-414.

406-414.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Children, Childrens Rights, \*Child Welfare, \*Financial Support, Law Enforcement, \*Legal Responsibility, \*Parent Responsibility, \*State Legislation Identifiers—\*Child Support, \*Wisconsin This document provides information on the current status of Wisconsin's laws relating to child support. It describes current law incorporating changes

port. It describes current law incorporating changes enacted in 1985 Wisconsin Act 29 which have al-ready taken effect, several changes enacted by Act 29 which do not take effect until July 1, 1987, 29 which do not take effect until July 1, 1987, changes which will take effect upon passage of a budget act, and proposed administrative rules establishing a percentage-of-income standard for determining levels of child support. Part I concerns child support orders, examining the definition of support, asupport orders, receipt of support, maintenance and family support payments, and modification of support order. Part II concentrates on determining the amount of support order amount of support order to the support. Part III looks at payment of child support under current law and contains sections on general payment, income assignment, a pilot program for automatic withholding under new legislation. Part IV describes enforcement of support orders, discussing preventive measures, civil remedies, criminal sanctions, and the revised Uniform Reciprocal Enforcement of Support Act. (NB) port Act. (NB)

Background Information on Crimes against Children Study. Information Memorandum 86-20, Wisconsin State Legislative Council, Madison. Pub Date—17 Jul 86 Note—7p.; For related documents, see CG 020 406-414.

406-414.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Child Abuse, Children, \*Childrens Rights, \*Crime, \*Legal Responsibility, \*State Legislation, \*Victims of Crime Identifiers—\*Wisconsin

Identifiers—"Wisconsin
This document was prepared to assist the Wisconsin Legislative Council's Special Committee on
Crimes Against Children in its study of current laws
relating to crimes against children. It provides the
background of the origin of the study and describes
the characteristics of the Criminal Code, upon
which much of the committee review will center.
The section on the study's background explains that
the committee was created to examine state laws

relating to crimes against children to evaluate whether it would be advisable to reorganize those laws into a separate chapter of the statues and to review those laws to address any major policy issue relating to crimes against children. Included in this section are descriptions of legislation enacted by the 1981, 1983, and 1985 Wisconsin legislatures. The report concludes that offenses involving a child as the victim are scattered throughout the statutes. Statutes both inside and outside of the Criminal Code are briefly reviewed and the Children's Code is explained. (NB)

CG 020 409

Hass, Shaun
Crimes against Children: A. Physical and Psychological Abuse. Discussion Paper 86-1A.
Wisconsin State Legislative Council, Madison.
Pub Date—17 Jul 86

47p.; For related documents, see CG 020 406-414.

406-414.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, \*Child Abuse, Children, \*Crime, \*Sexual Abuse, \*State Legislation, \*Vic-

tims of Crime

tims of Crime
Identifiers—Wisconsin
This document is one of six discussion papers prepared for the Wisconsin Legislative Council's Special Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. Part I of this discussion paper on physical and psychological abuse of children covers the laws relating to abuse of children, part II deals with sexual exploitation, and part III discusses sexual assault. For each of these issues, there is a section explaining current law and a section giving suggestions for statutory to tures issues, order is a section explaning current law and a section giving suggestions for statutory revisions. Copies of the statutes covered in the paper, arranged in numerical order, and a copy of s. 939.50 to 939.52, which prescribe the basic criminal penalty classification system used in the Criminal Code, are appended. (NB)

ED 289 143

CG 020 410

Russell. Pam Crimes against Children: B. Sexual Morality. Discussion Paper 86-1B. Wisconsin State Legislative Council, Madison.

Pub Date—15 Aug 86
Note—62p.; For related documents, see CG 020
406-414.

Note—62p.; For related documents, see CG 020 406-6414.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - General (140) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Child Abuse, Children, Crime, Incest, Obscentity, Sexual Abuse, State Legislation, Victims of Crime Identifiers—Wisconsin This document is one of six discussion papers prepared for the Wisconsin Legislative Council's Special Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. This paper deals specifically with crimes involving sexual morality. It is divided into five parts which address the issues of: (1) incest; (2) enticement of a child for immoral purposes; (3) fornication, sexual gratification and interest the services and interest the section shadows. the issues of: (1) incest; (2) enticement of a child for immoral purposes; (3) fornication, sexual gratification, and lewd and lascivious behavior; (4) obscenity and exposure of minors to harmful materials; and (5) soliciting prostitutes. For each of these issues, there is a section explaining current law and a section giving suggestions for statutory revisions. Copies of the statutes covered in the report, arranged in numerical order, and a copy of as. 939.50 to 939.52, which prescribe the basic criminal penalty classification system used in the Criminal Code are appended. (NB)

ED 289 144 CG 020 411

Saim, Don Crimes against Children: C. Physical Neglect. Discussion Paper 86-1C. Wisconsin State Legislative Council, Madison. Pub Date—4 Sep 86 Note—20p.; For related documents, see CG 020 406-414.

Pub Type—Legal/Legislative/Regulatory Materials (1990) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, "Child Abuse, "Child Neglect, Children, "Crime, "Legal Responsibility, "State Legislation, Victims of Crime Identifiers—"Wisconsin
This document is one of six discussion papers prepared for the Wisconsin Legislative Council's Special Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major ducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. This paper deals with the problem of physical neglect of children. Part I covers the laws relating to failure to support, part II deals with the prohibition against abandonment of a young child, and part III discusses the prohibition against abase of children in facilities. For each of these issues, there is a section explaining current law and a section giving suggestions for statutory revisions. Copies of the statutes covered in the report, arranged in numerical order, and a copy of ss. 939.50 to 939.52, which prescribe the basic criminal penalty classification system used in the Criminal Code are appended. (NB)

ED 289 145

CG 020 412

Salm, Don Crimes aga

Salm. Don Crimes against Children: D. Interfering with Cus-tody. Discussion Paper 36-1D.

Wisconsin State Legislative Council, Madison.
Pub Date—29 Sep 86
Note—35p; For related documents, see CG 020 406-414.
Pub Type— Legal/Legislative/Regulatory Materi-als (090) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, "Child Abuse, "Child Custody, Children, "Compliance (Legal), "Crime, Legal Responsibility, "State Legislation, Victims of Crime

Legal Responsibility, "State Legislation, Victims of Crime
Identifiers—"Kidnapping, Parent Kidnapping, "Wisconsin
This document is one of six discussion papers prepared for the Wisconsin Legislative Council's Special Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. This paper deals specifically with the problem of interfering with custody. Part I covers the laws relating to the abduction of children, part II deals with the interfering with custody statutes, and part III discusses unauthorized placement for adoption. For each of these issues, there is a section explaining current law and a section giving suggestions for statutory revisions. Appendix I contains a chart setting forth the elements and penalty levels of various criminal statutes which relate, in full or in part, to the unlawful taking or concealing of a child. Appendix 2 contains copies of the statutes covered in the report, arranged in numerical order, and a copy of ss. 939.50 to 939.52, which prescribe the basic criminal penalty classification system used in the Criminal Code. (NB)

ED 289 146

CG 020 413

Salm, Don Crimes against Children: E. Contributing to Delin-quency of a Minor, Discussion Paper 86-1E. Wisconsin State Legislative Council, Madison. Pub Date—2 Oct 86 Note—39p.; For related documents, see CG 020 406-414.

Note—39p.; Per related documents, see CO 020
406-414. Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, \*Alcoholic Beverages, Children, \*Crime, \*Delinquency, \*Legal Responsibility, \*State Legislation, Victims of Crime Identifiers—\*Wisconsin
This document is one of six discussion papers prepared for the Wisconsin Legislative Council's Special Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. This

paper deals specifically with the crimes of contribut-ing to the delinquency of a minor. It is organized into five parts which cover the areas of: (1) laws into five parts which cover the areas of: (1) laws relating to contributing to the delinquency of children; (2) the prohibition against crime comics; (3) the prohibitions against furnishing alcoholic beverages to a child and the presence of minors on alcoholic beverage licensed premises; (4) the prohibitions against distributing controlled substances to minors; and (5) receiving stolen property from a minor. For each of these issues, there is a section explaining current law and a section giving suggestions for statutory revisions. Copies of the statutes covered in the report, arranged in numerical statutes covered in the report, arranged in numerical order, and a copy of ss. 939.50 to 939.52, which prescribe the basic criminal penalty classification system used in the Criminal Code are appended. (NB)

ED 289 147

CG 020 414

CG 020
Huas, Shaun And Others
Crimes against Children: F. Regulatory Offer
Directed at Children. Discussion Paper 86-1
Wisconsin State Legislative Council, Madison
Pub Date—5 Nov 86
Note—56. For the Advance of the Pub Date—5 Nov 86

Note-56p.; For related documents, see CG 020 406-413.

406-413.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Blindness, Childres, Children, "Childrens Rights, "Crime, Death, Employment, Infants, Lead Poisoning, Legal Responsibility, School Responsibility, "State Legislation, Victims of Crime

Identifiers—"Wisconsin

This document is one of six discussion papers pre-pared for the Wisconsin Legislative Council's Spe-cial Committee on Crimes Against Children. The cial Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. This paper deals specifically with regulatory offenses directed at children. It is organized into seven parts which cover the areas of: (1) the prohibition against the concealing the death of a child; (3) the prohibition against receiving property from a child; (4) emto conceaning the death of a child; (3) the profittion against receiving property from a child; (4) employment regulations relating to minors; (5) pupil discrimination, hazing, and strip searches by school employees; (6) regulations relating to infant blindness and lead poisoning; and (7) laws relating to the participation of minors in boxing exhibitions. For each of these issues, there is a section explaining current law and a section giving suggestions for state. current law and a section giving suggestions for stat-utory revisions. Copies of the statutes covered in the report, arranged in numerical order, and a copy of ss. 939.50 to 939.52, which prescribe the basic crim-inal penalty classification system used in the Crimi-nal Code are appended. (NB)

ED 289 148

CG 020 415

ED 289 148 CG 020 415
Bander, Ricki S.
Training Medical Professionals in the Prevention
and Intervention of AIDS.
Pub Date—Aug 87
Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). 1, 1987).

tion (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Acquired Immune Deficiency Syndrome, "Counseling, "Counselor Role, Interpersonal Competence, "Medical Education, Medical Services, "Physician Patient Relationship, Professional Personnel, "Skill Development Identifiers—"Counseling Psychology
Most physicians can expect to counsel s family or individual concerned about possible exposure to acquired immune deficiency syndrome (AIDS). Medical professionals need comprehensive AIDS training and educational programs which cover medical, epidemiologic, psychosocial, and neuropsychiatric aspects of AIDS. Counseling psychologists can provide a unique perspective and service in training health care professionals in the prevention and intervention of AIDS by helping them acquire or alter personal-social skills, improve adaptability to changing life demands, enhance environmental coping skills, and develop a variety of problem-solving and decision-making capabilities. Counseling

psychologists can help medical personnel develop the counseling skills they need to support the counseling skills they need to support the pa-tient and family and to help them make appropriate decisions, adjustments, and changes in behavior tient and family and to help them make appropriate decisions, adjustments, and changes in behavior necessary to cope with the impact of AIDS. Not only can counseling psychologists train medical personnel to positively impact AIDS patients, they can also impact hospital policies which adversely affect AIDS patients. By training medical personnel to enhance healthful behavior patterns through the development of interpersonal and counseling skills, attitude change, and a reduction in discomfort and conflict which may interfere with quality patient care, counseling psychologists can greatly impact the AIDS crisis. (NB)

CG 020 416 ED 289 149

Camara, Wayne J. Utility of a Job-Person Match for Personnel

Pub Date—Aug 87
Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MPUI/POB Plus Postage.
Descriptors—"Career Choice, Congruence (Paychology), Decision Making, "Government Employees, "Job Applicants, "Personnel Selection, "Professional Occupations, "Technical Occupations, Vocational Interests Identifiers—"Job Person Match

A backles of amplicants for civil service positions

A backlog of applicants for civil service positions and a work overload on selection and classification sts at one civil service office prompted a specialists at one civil service onto possible study of the usefulness of a job-person match for personnel selection. An instrument measuring appearance number of professional personner selection. An instrument measuring ap-plicants' match to a large number of professional and technical jobs within a state civil service office was developed from data collected through a comprehensive job analysis. A study was conducted which investigated the selection decisions of civil service applicants (N=103) following completion service applicants (N=103) following completion of this instrument measuring their job-person match with each of 70 jobs. Applicants either completed the instrument, completed the instrument and received additional feedback concerning their match to jobs, or served as a control. The results revealed that applicants' selection decisions were modified by feedback on their matches to the different jobs. Applicants completing the instrument but receiving no feedback were not significantly different from controls. Applicants' match to jobs was signifi-cantly, but differentially related to civil service test cantly, but differentially related to civil service test performance across groups. Results indicated that applicants were willing to alter their initial selection decisions and even eliminate jobs based on feedback from an instrument measuring job-person match un-der certain conditions. (Author/NB)

CG 020 417 ED 289 150

Beckham, Jean C. And Others
Fear of Flying in Airplanes: Effects of Minimal
Therapist Guided Stress Inoculation Training.
Pub Date—Aug 87

Note—29p.; Paper presented at the Annual Convention of the American Psychological Associations (95th, New York, NY August 28-September

oan (95th, New York, NY August 28-September 1, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Air Transportation, Anxiety, \*Coping, \*Fear, \*Outcomes of Treatment, Program Effectiveness, \*Stress Management
Identifiers—\*Phobia Treatment, \*Stress Inocula-

Flight phobia is an area which has received little controlled investigation, even though between 10 controlled investigation, even though between 10 and 20 percent of flight passengers report a fear of flying in airplanes. A study was conducted to examine the efectiveness of a minimal therapist guided form of stress inoculation training (SIT) for flight phobia. Flight phobic volunteers (N = 28) were randomly assigned to either a treatment group or a delayed treatment control group. Treatment subjects were given a manual incorporating SIT proce-dures and content and were telephoned by the experimenter five times to check on their progress experimenter the times to check on their progress in the manual. Treatment effectiveness was assessed through self-reported fear, participation in a one-hour flight, in-flight measures of pulse rate and subjective anxiety, and participation in flights during a 2 month follow-up. The results revealed that

treatment subjects who completed the manual reported less fear and anxiety and participated in the posttreatment flight more frequently than did conposttreatment flight more frequently than did con-trol subjects. Treatment subjects reported using sig-nificantly more coping strategies during the flight and reported their strategies as significantly more effective in reducing their anxiety and fear than did controls. At a 2 month follow-up, treatment subjects significantly increased their flight behavior com-pared to pretreatment levels and compared to con-trols. (Author/NB)

CG 020 418

ED 289 151 CG 020 41

Earle, Walter B.

"Boundary Expansion" and Social Influence as
Alternative Modes of Control.

Pub Date-Aug 87 Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Communication
Research, "Generalization, Higher Education,
"Individual Power, "Interpersonal Communication, Interpersonal Competence, "Persuasive Discourse, Self Concept
Identifiers—"Boundary Expansion (Psychology)
The psychological effects of perceived lack of
control have been extensively investigated. This
study was conducted to examine a compensatory

study was conducted to examine a compensatory control strategy called boundary expansion. Boundary expansion is exhibited in social interactions where control needs are directed toward influencing where control neess are directed toward influencing others' views on a particular subject. Boundary expansion consists of attempts to shift the discussion from an examination of particulars to generalizations about the larger implications of the topic in question. Pairs of subjects (N = 36) discussed a topic under conditions which were either favorable or under conditions which were either favorable or under the present of section of section in the conditions. favorable to the exercise of social influence. It was hypothesized that, when social influence outcomes nypotnesized that, when social influence outcomes posed a threat to subjects' sense of control, they would seek to restore control by expanding the boundaries of the topic being discussed. Measures of subjects' self-perceived influence outcomes (success versus failure) and their attributions for those outcomes jointly predicted their use of boundary ex-pansion. This finding supports an hydraulic model of control processes in social influence, which speciins constot processes in social influence, which speci-fies that inability to exert active control leads to adoption of subjectively-based control strategies. Boundary expansion appears to be a salient control strategy in the realm of social influence. (Au-thor/NB)

ED 289 152 CG 020 419

Fradkin, Howard R.
AIDS: New Challenge to the Counseling Psychologist in Private Practice.

Pub Date—Aug 87
Note—9p. Paper presented at the Annual Conven-tion of the American Psychological Association (95th, New York, NY, August 28-September 1,

Pub Type Reports - General (140) - Speeches/-

Pub Type—Reports - General (144) — Specenes/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acquired Immune Deficiency Syndrome, "Counseling Techniques, Crisis Intervention, "Homosexuality,"
Psychologists,

Psychotherapy
Identifiers—\*Counseling Psychology
Counseling psychologists, especially those who
work with homosexual men, may find that Acquired
https://dx.doi.org/10.1007/j.j.com/psychologists/ work with nomosexual men, may find that Acquired Immune Deficiency Syndrome (AIDS) is a major focus of their work. Therapists must be comfortable talking explicitly with these clients about sex, and must be able to help clients talk explicitly about their behavior. Clients often feel ambivalent about heirs texted for the AIDS subbody. Therapists conbeing tested for the AIDS antibody. Therapista can help these clients explore for themselves the ramifi-cations of finding out their antibody status and can help clients make their own choice about testing. help clients make their own choice about testing. Counseling psychologists can also provide crisis intervention to persons who have received a positive antibody result. Physicians may refer to a therapist patients who may be either antibody positive or negative, but who are convinced they are going to die of AIDS. Counseling psychologists can also work as consultants to local AIDS task forces, providing education and training through psychoeducational workshops and other programs, and giving direct services to clients. There are numerous opportunities for counseling psychologists in private practice to become involved in AIDS work. Counseling psychologists have a responsibility to become informed and to provide sensitive therapeutic services to the community. (NB)

ED 289 153 CG 020 420

Cornell, Dewey G. And Others
MMPI Profiles of Adolescents Charged with Homicide

Hemicide.
Pub Date—29 Aug 87
Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 421. Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), Ado-

Descriptors—Adjustment (to Environment), Ado-lescent Development, \*Adolescents, \*Classifica-tion, Comparative Analysis, \*Criminals, \*Delinquency, \*Personality Traits, \*Profiles, Vio-

Identifiers-\*Homicide

Violent individuals are a heterogeneous group, making it unrealistic to think that a single psychological profile can classify them. Adolescents (N=72) at the Michigan Center for Forensic Psyhiatry who had committed homicides were stu in an effort to distinguish clinically meaningful subtypes based on the motives and circumstance of eir violent crimes. Subjects were divided into three groups: (1) psychotics; (2) nonpsychotics who had committed homicide in the course of another had committed homicide in the course of another crime (crime group); and (3) nonpsychotics who had committed homicide in course of an interper-sonal conflict with the victim (conflict group). Sub-groups were compared to one another and to delinquent controls (N=35), using measures of prior adjustment and developmental background and the Minnesota Multiphasic Personality Inven-tory (MMPI). The MMPI results suggest that the crime group was substantially more disturbed than tory (MMPI). The MMPI results suggest that the crime group was substantially more disturbed than the conflict group, with the crime group mean MMPI profile suggesting higher levels of general distress and alienation; poor insight; and tendencies to somaticize, externalize, and deny responsibility. While the conflict group appeared generally less dis-turbed than the crime group, almost all individual MMPI profiles contained one or more elevated scales. These findings suggest that it is important to distinguish among subtypes of violent juveniles, and that there are differences between youths who com-mit crime- and conflict-related homicides both in the circumstances of the offense and in their prior the circumstances of the offense and in their prior adjustment. (NB)

ED 289 154 CG 020 421

Cornell, Dewey G. Clinical Assessment of Pub Date—6 Mar 87 t of the Violent Adolescent

Pub Date—6 Mar 87

Note—18p; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987). For related document, see CG 020 420. Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150). EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adjustment (to Environment), \*Adjustment Deligogeners, Elements, Secondary, Page 1981.

Delinquency, Elementary Secondary Education, Evaluation Methods, \*Personality Traits, \*Predictor Variables, \*School Counselors,

School psychologists may be asked to assess po-tentially violent adolescents. Research on predict-ing violence has demonstrated that: (1) most studies show poor predictive ability; (2) clinicians tend to snow poor predictive abunty; (2) climicians tend to overpredict violence; (3) prediction is difficult because the base rate is low; and (4) the best single predictor is past violent behavior. New perspectives on predicting violence suggest that aggressiveness is surprisingly stable over time, that long-term risk is not the person at imprising danger, the situations. not the same as imminent danger, that situational factors must be assessed, and that there may be multiple developmental pathways to violence. A study of 72 adolescents who had committed homicide revealed important differences in the backgrounds of nonpsychotic, violent adolescents. One group, who committed violent acts in the course of other criminal activity, had a history of juvenile de-linquency, school problems, and substance abuse. Another group, who committed violent acts in reaction to interpersonal conflict, were relatively well-adjusted in comparison to the crime group. They tended to have school and community adjust-ment problems, although they appeared to be expe-

riencing more environmental stress at the time of reening more environments stress at the time of their violent behavior. In assessing potentially vio-lent adolescents, counselors should review the pur-pose for the assessment with the adolescent, focus on recent violent behavior, assess situational fac-tors, plan a course of action and discuss it with the adolescent, and follow through with appropriate ac-tion after the evaluation. (NB)

CG 020 422

ED 289 155 CG 020 42 Fenwick, John C. And Others The Information Manual: A Guide for Members of Community Support Programs in the State of

Kansas State Dept. of Social and Rehabilitation Services, Topeka.

vices, Topean.
Pub Date—86
Note—71p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Community Services, \*Information
Needs, Interpersonal Communication, \*Mental
Disorders, \*Patient Education, \*Questioning

Techniques, Social Support Groups Identifiers—Kansas

This manual was written to empower and inform Into manual was written to empower and moram the members of community support programs in the state of Kansas. A community support group is defined as a supportive community of people which works together in partnership to help each other master the symptoms of mental illness and develop healthy and meaningful lives. The manual was dehealthy and meaningful lives. The manual was de-signed to be used in relationship with fellow com-munity members, especially with case managers, and was written in a question-and-answer format to give the user a basis from which to ask questions of his case manager, psychiatrist, or other heping pro-fessional. The manual is organized into several sec-tions and questions and answers are given in the areas of: (1) mental illness; (2) treatment; (3) patient rights; (4) self-help; and (5) life style. Also included in the meanual are a Personal Resource Guide to be in the manual are a Personal Resource Guide to be completed by the user, a list of recommended read-ing, a bibliography, and a blank page for notes. (NB)

ED 289 156
Crosbie-Burnett, Margaret
Impact of Custody Arrangement and Family Structure on Remarriage.
Pub Date—Nov 85
Note—30p.; Paper presented at the Annual Conference of the National Council on Family Relations (47th, Dallas, TX, November 4-8, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Adolescents, Age Differences, \*Child Custody, Divorce, \*Family Structure, \*Marital Satisfaction, \*Remarriage, \*Role Perception, Sex Differences, \*Stepfamily
Identifiers—"Joint Custody
Many states are adopting joint custody legislation

Many states are adopting joint custody legislation to support continued relationships between children of parental divorce and both of their biological parents. This study examined the effects of joint versus maternal legal custody, whether or not the stepfather had biological children from a prior marriage, and the sex and age of an adolescent on the custo-dial mother's remarriage. Middle class remarried mothers (N=84) and their husbands each commothers (N=84) and their husbands each com-pleted a questionnaire measuring marital satisfac-tion; competition between the father and stepfather; role ambiguity for the stepfather role; and the mother's relationship with her ex-spouse. The find-ings revealed that marital satisfaction was highest for couples with girls in joint custody. Mothers of early adolescent daughters reported better relations with ex-spouses than did mothers of later adolescent daughters; no difference was reported for sons. with ex-spouses than did mothers of later adolescent daughters; no difference was reported for sons. Stepfathers with no prior children reported more competition with the biological father than did stepfathers with biological children. Couples in joint custody arrangements with stepfathers who had no prior children reported the most role ambiguity. The results suggest that custody decisions made at the time of divorce can have an impact on subsequent remarriage, and that stepfamilies need help in creating roles for stepparents that complement biological parents' roles. (Author/NB)

CS

CS 008 965

ED 289 159

CS 008 973

Whitmer, Jean Elizabeth Miller, Margaret
The Effects of Writing on Reading Abilities: A
Comparison of First Grade Writing Programs
with and without Computer Technology.
Pub Date—13 Sep 87
Notes, 201 Personnel of the Appuni

Note—92p.; Paper presented at the Annual Reading Conference (18th, Greeley, CO, October 16, 1987).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC04 Plus Postage. Descriptors—Comparative Analysis, \*Computer

Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Comparative Analysis, \*Computer Assisted Instruction, Grade 1, Instructional Effectiveness, Language Arts, Primary Education, Reading Achievement, Reading Comprehension, \*Reading Instruction, Reading Research, \*Reading Writing Instruction
Identifiers—\*Writing to Read Program for children in kindergarter and first grade uses computers with voice output and IBM selectric typewriters to encourage writing and hence reading development. A study examined whether increased writing activity without the use of the technology would produce similar gains in reading. A classroom from the IBM program (group A) and an experimental writing classroom (group B) were compared with each other and with a control classroom (group C). Group A used a lab five hours per week for computer-based instruction in sound-symbol relationships, followed by structured story-writing and reading. Group B received four weekly hours of structured story-writing followed by reading, discussing, and expanding the stories. Group C spent approximately two received four weekly hours of structured story-writing followed by reading, discussing, and expanding the stories. Group C spent approximately two weekly hours in their usual writing activities. Scores showed that the IBM group's gains in Reading Comprehension and Reading Total were significantly higher than those of the control group. Mean gains for group B fell between the other two groups, differently few strengths. for group B tell oetween the other two groups, directing significantly from neither. Among girls, mean gains were greatest in group A and, surprisingly, lowest in group B; however among boys, mean gains were highest in group A, lowest in group C. This suggests that structured writing time, regardless of technology, may have increased their reading abilities. The amount of time scheduled for structured ing appeared to be an important factor. (Student ing samples are included.) (Author/JG)

ED 289 158 CS 008 971

ED 289 188 CS 008 9/1 Chapman, L. John The Importance of Cohesion in the Assessment of Residability, Draft. Pub Date—Apr 86 Note—41p.; Paper presented at the Annual Meet-ing of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986). Fig-

ing of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986). Figure 5 may be marginally legible.
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Development, \*Cohesion (Written Composition), Elementary Secondary Education, Fiction, Foreign Countries, Literary Genres, Models, Nonfiction, \*Readability, \*Readability Formulas, Reading Ability, \*Readability Formulas, Reading Ability, \*Reading Comprehension, \*Reading Hoccasses, Reading Research, Silent Reading Identifiers—England, \*Text Factors, Text Structure To develop a new model of the reading process, a longitudinal study investigated the importance of he concepts of cohesion and register (fiction or nonfiction) in the assessment of text readability. Subjects, 436 8-year-olds (Cohort A), 474 10-year-olds (Cohort B), and 445 13-year-olds (Cohort C) from 23 urban and rural British schools-most of whom were average readers—participated in a silent C) from 23 urban and rural British schools—most of whom were average readers—participated in a silent reading comprehension project using extracts from school texts and in near normal classroom situations. Initial test results revealed that reading ability was best accommodated along a continuum rather than being related to the child's age. Findings also suggest that the large data bank of responses provided by the tests allowed analysis of chapter parts or whole chapters of books. It was also possible to map the chaining in the responses and then to compare those chain patterns with examples of similar situations in the data bank. Results suggest the possibility of advising publishers and authors on those areas of the text where readability is unclear and where learning is likely to be problematic. (Eight figures are included, and 34 references are attached.) (NKA) Serving Adolescents' Reading Interests through Young Adult Literature. Fastback 258. Phi Delta Kappa Educational Foundation, Bloo-mington, Ind. Report No.—ISBN-0-87367-258-5 Pub Date—87 Note—40. ote—40p.; This publication was sponsored by the University of the Pacific Chapter of Phi Delta

University of the Pacific Chapter of Phi Delia Kappa.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (50.90).

Pub Type—Information Analyses (070)

EDRS Price - MFDL/PCO2 Plus Postage.

Descriptors—\*Adolescent Literature, Adolescents, Literature Appreciation, Reading Attitudes, Reading Habits, \*Reading Interests, Reading Material Selection, Reading Research, \*Recreational Reading, Secondary Education

Identifiers—Reading Motivation

Intended to help parents and teachers select books for young people that reflect the actual interests of adolescents, this booklet discusses title that both appeal to teenagers and help adults gain insight

ests of adolescents, this booklet discusses titles that both appeal to teenagers and help adults gain insight into their needs, their concerns, and their values. Titles of chapters in the booklet are as follows: (1) "Are Young Adult Books Literature"; (2) "I have a Problem: Realistic Fiction"; (3) "The Way Things Were: Historical Fiction"; (3) "The Way Things: Science Fiction"; (5) "I'm in Love! The Teenage Romance"; (6) "Something Weird: The World of the Occult"; (7) "Batter Up! Sport Stories"; (8) "This Is Your Life: Biographies for Young Adults"; (9) "Information Please: Nonfiction Books"; and (10) "Some Notes on Censorship." A final note from the author as to the "sample" nature of the list of young adult literature titles discussed in this fastback concludes the booklet. (SKC)

CS 009 025 Binkley, Marilyn R. And Others Becoming a Nation of Readers: What Parents Can

Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Mar 88

Note—40p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.

ED 253 865.

Available from—What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 (\$.50).

D.C. Heath and Co., Reading Marketing Dept., 95 Hayden Ave, Lexington, MA 02173 (For packages of 10 booklets).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, "Literacy, Literacy Education, Parent Attitudes, Parent Child Relationship, "Parent Influence, "Parent Participation, Preschool Children, Primary Education, Reading Aloud to Others, Reading Attitudes, "Reading Instruction, "Reading Processes, Recreational Reading, Written Language Identifiers—Reading Motivation Intended for parents and based on the premise

Intended for parents and based on the premise that parents are their children's first and most imthat parents are their chutters is that an most mi-portant teachers, this booklet is a distillation of find-ings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The in-troduction reiterates the commission's conclusions (1) that a parent is a child's first tutor in unraveling (1) that a parent is a child's institutor in unaversing the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's con-tinued growth as readers. Chapter 1 defines reading tinued growth as readers. Chapter I defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for mocouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. resumig for run. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents. (NKA)

ED 289 161 CS 210 808

Ideology, Process and Subjectivity: The Role of Hermeneutics in the Writing Conference. Pub Date—20 Mar 87

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March

and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Influences, \*Educational
Theories, Ideology, \*Individual Instruction, Interaction Process Analysis, \*Marxian Analysis, Student Role, Teacher Influence, Teacher Role,
\*Teacher Student Relationship, Teaching Meth-

ods, \*Writing Instruction Identifiers—\*Hermeneutics, \*Writing Conferences Identifiers—"Hermeneutics, "Writing Conferences An analysis of the interaction between self and other in the one-to-one writing conference, informed by theories of Louis Althusser, Jurgen Habermas, Mikhail Bakhtin, and others, can help tutors view one-to-one conferences as a dynamic meaning-making process occurring within an integral social context. Bakhtin/Medvedev's discussion of discourse production as a phenomenon determined simultaneously from within and without can help tutors see the numerous interacting forces of the conference process, including ideology, economics, institutionalized meanings, and student and tutor desires. With Althusser, tutors' understanding of ideology's relation to subjectivity and practice tutor desires. With Althusser, tutors' understanding of ideology's relation to subjectivity and practice lets them recognize that tutors and writers are both "always already" in process within ideological horizons that may not coincide and that need to develop through a dialogic process. With this knowledge tutors can become sware that an institutionalized educational ideology sanctions certain discursive forms-forms that reinforce the conditions of production supporting it-while excluding others, thus leading tutors to appropriate students texts to make them resemble sanctioned texts, and leading students to relinquish their texts. J. Habermas's critical hermeneutics offers a way of understanding both hermeneutics offers a way of understanding both the organized forces affecting our use of language and the ideologies influencing our interpretive prac-tices. By seeing the student as an equal partner in the composing process, tutors can recognize, prob-lematize and pierce the dissonance arising from the conflicting interaction of the ideologies and inter-ests of tutor and student. (JG)

ED 289 162

Thompson, Nancy S.
Effects of Verbal Ability, Audio-Pictorial Stimuli and Print-Verbal Stimuli on the Reading and Writing Abilities of Early Adolescent Students.
Pub Date—[81]

Pub Date—[81]
Note—34p.
Pub Type— Reports - Research (143)
EDRS Price - MF91/PC02 Plus Postage.
Descriptors—Academic Ability, Adolescents, "Audiovisual Communications, "Audiovisual Instruction, Communication Research, Creative Writing, Grade 8, Literacy, "Reading Ability, Reading Difficulties, Reading Research, Secondary Education, Speech Skills, Visual Stimuli, Writing Improvement, Writing Research, "Writing Skills Because audio-visual information is pervasive in contemporary cultural communications, this study contemporary cultural communications, this study looked at the importance of audio-visual informalooked at the importance of audio-visual informa-tion and how it can be used for educational pur-poses. Specifically, the study compared the effectiveness of audio-pictorial slide-tape presenta-tions and printed verbal language selections as stim-uli for creative thinking at the invention stage of writing. The most important focus was on whether or not low verbal eighth grade students who have difficulty reading would improve in written creative expression when their thinking is stimulated through viewing or hearing information. Although there were no statistically significant results on stan-dardized tests, judges' ratings of creative thinking in students' written products showed improvement on the part of low verbal students. Based on this im-provement and on an extensive review of iterature, the study encouraged further investigation of the the study encouraged further investigation of the liaguistic importance of pictorial imagery in modern culture and of its viability as a tool for teaching traditional literacy skills. (Fourteen references are appended.) (Author/SKC)

CS 210 833 tier than the Typewriter: Using the Co

To Teach Writing for the Mass Media. A Report on a Conference (1st, Syracuse, New York, December 2-4, 1986). Syracuse Univ., NY. S. I. Newhouse School of Pub-

lic Communications
Pub Date—Sep 87

Pub Date—Sep 87
Note—46p.
Pub Type— Reports - Research (143) — Collected
Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Computer Assisted Instruction,
Computer Networks, Computer Software, \*Computer Uses in Education, Educational Research,
Educational Technology, Higher Education,
\*Mass Media, Media Research, Microcomputers,
News Writing, Spelling, Technical Writing,
\*Word Processing, \*Writing Instruction, Writing
Laboratories

Laboratories
Identifiers—Stylistics, Text Editors
Prepared from taped transcripts, this report summarizes presentations and panel sessions from a conference at Syracuse (New York) University that investigated the power that computers deliver to teachers and students of writing and editing, and the challenge of making the transition from typewriters to computers in the classroom. Titles of the chapters of the report are as follows: (1) "Buying Hardware: Hard Choices and Second Thoughts"; (2) "Choosing Software: First Pick Your Word Processor"; (3) "Networking in a Writing Lab"; (4) "How Different Is It? Making the Transition from Typewriters to Computers"; (5) "Evaluating Educational Software"; (6) "The Computer as an Audio-Visual Tool"; (7) "The Computer as a Reporting Tool; How 'Newaday' Uses Data Bases"; (8) "Coaching from the Sidelines: Using Style and Spelling Checkers"; (9) "To Check or Not to Check: How Much of a Role Should Style and Spelling Checkers Play in Writing Classes?" An afterword on the transitional nature of the conference topic concludes the report. (SKC) to computers in the classroom. Titles of the chapters report. (SKC)

CS 210 840

Mathiessen, Christian
Notes on the Organization of the Environment of
a Text Generation Grammar. ISI Reprint Series.
University of Southern California, Marina del Rey.
Information Sciences Inst.

Information Sciences Inst.
Spons Agency—Air Force Office of Scientific Research, Washington, D.C.
Report No.—ISI/RS-87-177
Pub Date—Apr 87
Contract—F49620-84-C-0100

Contract—F49620-84-C-0100
Note—42p.; Reprinted from G. Kempen, Ed. Natural Language Generation: Recent Advances in Artificial Intelligence, Psychology, and Linguistics. Boston/Dordrecht: Kluwer Academic Publishers, 1987. Paper presented at the International Workshop on Text Generation (3rd, Nijmegen, The Netherlands, August 19-23, 1986).
Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150).

(150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors — "Artificial Intelligence, Cognitive Processes, Cognitive Psychology, Computer Uses in Education, Discourse Analysis, "English, "Grammar, Language Patterns, "Language Processing, Language Research, Linguistics, "Linguistic Theory, Models, Psycholinguistics, Semantics, Syntax, Vocabulary Identifiers — "Functional Linguistics, "Natural Language Processing."

guage Processing
Taking the lexicogrammatical resources (i.e. the Taking the lexicogrammatical resources (i.e. the vocabulary and syntax) of English as a starting point, this report explores the demands those resources put on the design of the part of a text generation system that supports the process of lexicogrammatical expression. The first section of the report notes that a reason for using the lexicogrammat to infer the organization of other parts of the system is that more is known about lexicogrammar than about the organization of other parts. mar than about the organization of other parts, be-cause of accounts by functional linguists. The second section discusses the interface between grammar and environment (the knowledge base and discourse model) and focuses on its organization.

Functional decomposition of grammar and environment is investigated in the third section, which includes a discussion of metafunctions in the grammar (experiential, logical, interpersonal, and textual). The fourth section deals with the knowledge base of a text generator, and includes discussion of how semantic types and grammatical classes are related and how phenomena are classified. Additional top-ics in this section are: (1) the (logical) sequential organization of supercomplex phenomena; (2) the (experiential) configurational kind of organization of configurations; (3) correlations between taxonomies in the knowledge base; and (4) metaphor. The discourse model and its components (theme, con-junction, and determination) is examined in the fifth section, while the sixth section presents specific examples and summary. Notes and references conclude the report. (SKC)

ED 289 165 CS 210 841

EDI 289 105

Matthiessen, Christian Kasper, Robert
Representational Issues in Systemic Functional
Grammar and Systemic Grammar and Functional Unification Grammar, ISI Reprint Series.
University of Southern California, Marina del Rey.
Information Sciences Lept.

University of Southern California, Marina del Rey. Information Sciences Inst.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Air Force Office of Scientific Research, Washington, D.C.; National Science Foundation, Washington, D.C. Report No.—ISI/RS-87-179

Pub Date—May 87

Contract—F49620-79-C-0100; IST-8408726; WIND-802-81-C-0235

MDA903-81-C-0335

MDA903-81-C-0335
Grant—INST-8408726
Note—83p; Reprint from Proceedings of the International Systemic Workshop (12th, Ann Arbor, MI, August 21-24, 1985).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*Artificial Intelligence, Cognitive Processes, Cognitive Psychology, \*Computational Linguistics, Computer Uses in Education, Discourse Analysis, English, Language Patterns, \*Language Processing, Language Research, Linguistics, \*Linguistic Theory, Psycholinguistics, Semantics, Syntax

Tanguage Processing, Language and Spanistics, Semantics, Syntax Identifiers—Functional Linguistics, Functional Unification Grammar, Halliday (M A K), Metalinguistics, Natural Language Processing, Synthesis

temic Grammar

consisting of two separate papers, "Representational Issues in Systemic Functional Grammar," by Christian Matthiessen and "Systemic Grammar and Functional Unification Grammar," by Robert Kasper, this document deals with systemic aspects of natural language processing and linguistic theory and with computational applications of M. A. K. Halliday's systemic functional grammar. The first paper is concerned with representation as it is defined by linguistics—how to represent language metalinguistically, or how to talk about talk. Topics covered in the paper include: (1) the las between metalinguistically, or how to talk about talk. Topics covered in the paper include: (1) the lag between theory and representation; (2) dimensions of structure (including a sample grammar and discussion of the structuring, insert, expand, conflate, and preselect operators); (3) modes of meaning and modes of structure, a characterization of representational problems of constituency reported when and interstructure, a characterization of representational problems of constituency, prosocy, pulse, and interdependency; (4) modes of meaning and modes of choice; and (5) possible solutions. The paper also contains an appendix on representational conventions and a bibliography. The second paper looks closely into how systemic functional grammar can be represented using the framework of functional uniforation grammar (FILIG). Included are described. be represented using the immework of unctional unification grammar (FUG). Included are descrip-tions of: the ingredients of FUG (unification, paths, patterns, disjunctions, and their representations); technical details of the representation of systemic grammar in FUG; differences between FUG and systemic grammer; extensions to FUG motivated by systemic functional grammar; solutions to problems in systemic notation (such as discontinuous constituents and feature propagation); and features of a grammatical analysis computer program. Refer-ences are included. (SKC)

Results and Analysis of the 1987 Oregon Statewide
Writing Assessment.
Oregon State Dept. of Education, Salem.
Pub Date—Jun 87
Note—720

Pub Date—Jun 87

Note—72p.
Pub Type— Reports - Evaluative (142)
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Achievement Tests, Educational
Assessment, Elementary Education, Evaluation
Methods, Crade 8, Holistic Evaluation, Junior
High Schools, \*Language Arts, Research Methodology, \*Skill Analysis, State Standards, Student
Evaluation, \*Test Construction, \*Writing Evaluation, Writing Research, \*Writing Skills
Identifiers—\*Oregon Statewide Assessment Program

Containing the results of Oregon's second state-wide analytical writing assessment, this document summarizes the procedures used to evaluate the writing skills of 4,567 eighth graders from 55 schools and analyzes the results. Following an intro-duction that includes comments from the scoring team, chapter 1 presents a brief history of writing assessment in Oregon, including the rationale be-hind scoring methods, writing models, and paper selection. Chapter 2 gives a trait by trait analysis of selection. Chapter 2 gives a trait by trait analysis of content, organization, voice, word choice, sentence structure, and conventions of the sample papers. Chapter 3 compares the 1985 and 1987 assessments, concluding that the differences in performance cannot be attributed to scoring team variance, but that some differences may be attributeable to variance in the writing prompts. Chapter 4 reviews potential influences affecting student performance, including the prompt, teacher attitude, understanding of the exercise, curriculum, and instruction. Chapter 5 provides a detailed summary of the findings and recommendations of the interpretive panel. The report's conclusions include the following: (1) students' writing seems balanced between strengths and weaknesses, with a preponderance of scores of 3 on a 5 point scale; (2) the average score for all traits is slightly higher than in 1985, and signs of strength across several traits indi-1985, and signs of strength across several traits indi-cate successful strategies on the part of teachers; and (3) the value of a writing assessment lies in its ability to build understanding between teachers and students about the nature of good writing. A note on the follow-up to the 1987 assessment is included, and appendixes contain the writing prompt and stu-dent instructions, the letter to students accompany-ing the test results, and a list of interpretive panel members for 1987. (IG)

CS 210 848 ED 289 167

Krendi, Kathy A. Dodd, Julie
Assessing the National Writing Project: A Longitudinal Study of Process-Based Writing.
Pub Date—Oct 87

Pub Date—Cet at Note—38p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, nstructional Improvement, Language Arts, Par-ent Attitudes, \*Process Education, \*Program Ef-fectiveness, \*Program Evaluation, Student Attitudes, Teacher Attitudes, Teacher Improve-ment, Writing Evaluation, \*Writing Improve-ment, \*Writing Instruction, Writing Processes, Writing Research

Writing Research
Identifiers—National Writing Project, Oak Ridge
Schools TN, Tennessee
To evaluate the effectiveness of a new writing curriculum in the Oak Ridge Schools (Tennessee),
modeled after the process-oriented National Writmodeled after the process-oriented National Writing Project, a three-year study of student writing was conducted. The study consisted of evaluating writing samples collected from 90 students in grades 3 through 12 over 3 consecutive years, and surveying by means of annual questionnaires the writing attitudes of students, parents, and teachers. Results from the student attitude surveys show an increase over the second and third year in students' interest in learning about writing, in their level of confidence, and in their association of self-esteem with sood writins. A decrease was observed in students' good writing. A decrease was observed in students feelings of discomfort about completing writing as good writing. A decrease was conserved in students feelings of discomfort about completing writing assignments and in their feelings that they do not write well and that writing is difficult. At the end of the study, students at each grade level were better the study, students at each grade level were better writers than were previous students in that grade level. Students in classrooms with teachers trained according to the National Writing Project approach performed better on the writing sample than did students in the classrooms of untrained teachers. The teacher survey showed few differences between trained and untrained teachers in attitudes about writing, ranking of writing problems, and assessment of language arts priorities. Some significant differences were found between parent and teacher attitudes. (Recommendations of the writing compiler are included, and writing assignments and mittee are included, and writing assignates assessment rubrics are appended.) (JG)

CS 210 852 ED 289 168

Mickler, Martha Jan

A Study of Teacher Application and Knowledge of the Components of a Research-Based Model of Spelling Instruction. Pub Date—Nov 86

ote—18p.; Paper presented at the Annual Meet-ing of the Mid-South Educational Research Asso-

ciation (15th, Memphis, TN, November 19-21,

- Reports - Research (143) - Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Educational
Strategies, Elementary Education, Research and
Development, Spelling, \*Spelling Instruction,
"Teacher Attitudes, Teaching Methods, \*Teach-

ing Models
Identifiers—\*Instructional Models

ing Models

Identifiers—Instructional Models

A study focused on the development of a research-based model of spelling instruction by synthesizing 20 instructional strategies from 144 empirical studies found in scholarly literature, in which spelling procedures were tested in controlled settings. In addition, the study investigated three research questions: (1) the extent to which elementary school teachers report having used each of the strategies in classroom instruction; (2) the extent to which teachers' views reflected research-supported strategies; and (3) the extent to which grade level, professional training, and professional experience contribute to the relationship between teachers' views and their reported classroom practices. Subjects, 170 Georgia elementary and special education teachers, were twice administered a questionnaire drawn from the research-based instructional strategies, first to test the teachers' reports of their use of the 20 instructional strategies, and second, to test their views about whether these strategies should be incorporated into their classroom instruction. Results indicated that, of the 20 strategies, 8 were reported as being used and favored, while 1 was reported as being used and favored, while 1 was reported as being used and favored, while 1 teachers indicated a research-based view of six strategies, but did not integrate those views into their classroom practices. Finally, teachers revealed classroom practices and professional views that conflicted with five research-based strategies. Findings also suggest that the discrepancies between teacher practices and views were not attributable to grade level or professional training and experience. (Refpractices and views were not attributable to grade level or professional training and experience. (Ref-erences are attached.) (NKA)

CS 210 854

Hermann, Andrea W.
The Paradoxes of Stylistic Dissonance: Case Study of a Gifted/Basic Writer.

Pub Date-Jul 87 Pub Date—Jul 87
Note—19p.; Paper presented at the Meeting of the Penn State Conference on Rhetoric and Composition (University Park, PA, July 7-10, 1987). Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academically Gifted, Case Studies,
Creative Writing, \*Freshman Composition,
\*Gifted Disadvantaged, Grade 6, Higher Education, Intermediate Grades, \*Literary Styles,
Metacognition, Revision (Written Composition),
Writing Difficulties, \*Writing Evaluation, Writing
Improvement, Writing Research, \*Writing Skills
Identifiers—\*Basic Writing
Gifted students' writing may exhibit stylistic dis-

Identifiers—"Basic Writing
Gifted students' writing may exhibit stylistic dissonance-a mixture of basic writing features may coexist with features indicative of much higher levels
of rhetorical control. A case study of an 11-year-old
sixth grade student who attended a freahman comsixth grade student who attended a treshman com-position course at an Arkansas university illustrates this dissonance. The poems and short stories he wrote in sixth grade and during a summer course exhibited many mature features, such as metacogni-tion and revision skills. He was also an excellent peer tutor. His abilities allowed him to take the freshman composition course in which academic writing would be required, even though his elemen-tary school teachers and principal thought he would not succeed because he anche with a rural accent not succeed because he spoke with a rural accent and came from a low-income family. He was classiand came from a low-income family. He was classified as a basic writer in the college setting, because he was unprepared for the types of writing tasks he would encounter. An essay that he wrote revealed many surface errors such as spelling errors, dialect interference, and punctuation problems. Other basic writer's problems he exhibited included egocentrism (or writer based prose) and problems with focus. Yet, his abilities to revise, organize, and addetail to the text attested to his skills as well. It is important for teachers, to learn to recognize the metan to the text attested to his skills as well. It is important for teachers to learn to recognize the gifted child writer, even when surface problems mask their abilities. (The final draft of the essay written by the student and a bibliography are ap-pended.) (SKC)

CS 210 860

Thompson, Patricia J.
Writing a Textbook: From Theoretical Knowledge
to Tacit Knowledge-And Back Again!
Pub Date—Apr 87
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington DC, April 20-24, 1987).

The Dannet Beast (143). Speeches (43).

cistion (Washington DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Legal Problems, Models, Social Influences, \*Systems Analysis, Technical Writing,
\*Textbook Content, \*Textbook Preparation,
\*Textbook Publication, Textbook Standards,
Writing Processes, Writing Research
Noting that the process of writing textbooks has
seldom been studied, this paper offers a process-product model that relies on a systems analysis
of the textbook universe (or megasystem) to provide

cess-product model that relies on a systems analysis of the textbook universe (or megasystem) to provide insight into the textbook writing process. The model presented discloses the interaction of a number of boundaried but interdependent "peer systems," including the family system, the government system, the knowledge production system, the educational delivery system, and the knowledge distribution system. The paper notes that smaller, but nonetheless influential "satellite systems" affect the system as well, such as religious bodies, parent organizations, teachers' organizations, teachers' organizations, and self-constituted textbook critics. The paper next points out how perplexing perturbations in the family and government systems arose in 1986 and 1987 when parents brought suit against two school boards in Tennessee and Alabama about textbook content. A procand Alabama about textbook content. A proc-ess-product analysis of the evolution of the textbook eas-product analysis of the evolution of the fextbook from blank page to manuscript page is presented next, followed by a description of the relationship between textbook writing and the knowledge pro-duction system (colleges and universities). Discus-sions of motivations of textbook authors, such as the opportunity for creativity and intellectual challenge, and the mission of textbook writing, are the topics of the final two accinos of the near. A table presof the final two sections of the paper. A table pres-enting a taxonomy of the peer and satellite systems in the ecology of education and 60 references conclude the paper. (SKC)

ED 289 171 CS 210 866

guistics in the English Class.

Pub Date-Nov 87 Note—18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987). Pub Type—Speeches/Meeting Papers (150)

(77th, Los Angeles, CA, November 20-25, 1987). Pub Type—Speeches/Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Adolescents, \*Class Activities, \*Definitions, Dictionaries, English Curriculum, English Instruction, Etymology, \*Experiential Learning, Grammar, Instructional Materials, Language Acquisition, \*Lexicography, \*Linguistics, Literacy, Motivation Techniques, Secondary Education, Spelling, Teaching Methods, Vocabulary Development, Word Lists, Writing Exercises Designed for secondary school English teachers who want to help their students develop enthusiasm for words, their histories, and the way language structures words to produce meaning, this paper offers suggestions for a program of study employing

fers suggestions for a program of study employing dictionary projects and personal experience. The paper describes making a class dictionary of teen language, involving such activities as the following:

(1) posting words on a class bulletic beautiful for the paper describes of the paper describes making a class dictionary of teen language, involving such activities as the following: (1) posting words on a class bulletin board; (2) interviewing students and parents to gather words; (3) ing dictionaries to see what words they conexamining incuonances to see what words they con-tain; (4) examining textbooks for ways to present new terms; (5) examining dictionary histories; (6) deciding how to select words; (7) writing defini-tions; (8) determining spellings and variant spellings as well as pronunciation and usage; (9) debating decisions of correctness versus majority rule; and uccisions or correctness versus majority rule; and (10) accounting for changes in meanings of various words. The paper argues that this broader, deeper type of language study remedies past problems of paying exclusive attention to memorization and mechanical skill, because students begin to understand paying exclusive attention to memorization and me-chanical skill, because students begin to understand the nature of the language system they have ma-tered. The paper suggests additional language lesson plans based on different areas of linguistic studies, including units on generating spelling rules from observations of spelling patterns, proposing a re-form of English spelling, illustrating a definition, compiling lists of morphemes, and compiling se-quences of words with relative shades meaning.

CS 210 867 ED 289 172

ED 289 172

Small, Robert C., Jr.

Preparing the New English Teacher to Deal with
Censorship or Will I Have to Face It Alone?

Pub Date—Nov 87

Note—16p; Paper presented at the Annual Meeting of the National Council of Teachers of English
(77th, Los Angeles, CA, November 20-25, 1987).

Pub Type—Guides - Classroom - Teacher (052) —
Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Adolescent Literature, "Censorship,
Elementary Secondary Education, English Curriculum, "English Instruction, "English Teacher
Education, Higher Education, Individualized
Reading, Language Arts, Library Role, Parent Attitudes, Preservice Teacher Education, Reading,
Assignments, Reading Interests, "Reading Material Selection, School Libraries, Student Attitudes, Teacher Attitudes, Teacher Attitudes, Teacher Attitudes, Teacher Community Relationship
Noting that teacher education students are unfamilier with the conscording insure his reaper discussion studies are unfamilier with the conscording insure his reaper discussion studies are unfamilier with the conscording insure his reaper discussion.

nity Relationship
Noting that teacher education students are unfamiliar with the censorship issue, this paper discusses three kinds of censorship the pre-service English teacher can be expected to face, and suggests ways teacher can be expected to tace, and suggests ways to prepare them to recognize and remedy anticipated problems. The essay identifies the first kind of censorship as that imposed by English teachers, librarians, and parents who reject adolescent fiction and popular teen magazines as less worthy reading material than the traditional canon. The essay advocates using individualized reading recognate. material than the traditional canon. The essay advo-cates using individualized reading programs to counter such canonical censorabilp, and recom-mends seeking assistance from the school librarian for information about good new books and writers. Second, the essay identifies teachers' self-censor-ship resulting from more experienced colleagues' advice to avoid certain lesson plans judged too 'dif-ficults' or too controversial with parents. The essay again recommends seeking the advice of school li-brarians, who will have the best sense of what stu-dents like to read, and what their parents will object to. Finally, the essay identifies the censorship ef-forts of groups from outside the school, and notes that most students training to be teachers are un-aware of the motives and scope of book censorship that most students training to be teachers are un-aware of the motives and scope of book censorship groups. The essay recommends initiating in-class debates on the subject, and inviting a school librar-ian to share experiences in negotiating such objec-tions to book selection. (JG)

ED 289 173 CS 210 870

Styne, Marlys M. Computers sters for College Writing: A Promising Beginning. Pub Date—24 Apr 87

Note—22a, Paper presented at the University of Illinois at Chicago/City Colleges of Chicago Partnership Program Conference "Cultural and Cognitive Approaches to Teaching Writing and Mathematics to Undergraduates" (Chicago, IL, April 24, 1987).

Mathematics to Undergraduates<sup>®</sup> (Chicago, IL, April 24, 1984; 1989). Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150). EDRS Price - MF0L/POL Plus Pestage. Descriptors—\*Computer Assisted Instruction, Computer Software, \*Computer Uses in Education, \*Freahman Composition, Higher Education, Teacher Administrator Relationship, Teaching Methods, Word Processing, \*Writing Instruction, \*Writing Laboratories, Writing Research Noting that computers have fascinated teachers looking for new and better ways of teaching writing, not because the machines make students into better writers, but because they are useful tools that make

not because the machines make students into better writers, but because they are useful tools that make editing and revising much easier, this paper explores the use of computers to teach writing, based on the experiences of a writing laborstory instructor at Chicago's Wilbur Wright College. The paper first discusses choosing a computer for the laboratory, recommending unconnected microcomputers over mainframes or networks. Next considered is choice of word processing software; full-featured programs are recommended but simpler programs for beginners are also suggested. Other software, such as spelling checkers, outliners, and style checkers are also discussed. Next the document focuses on political contents of the contents spelling spelling checkers, outliners, and style checkers are also discussed. Next the document focuses on politi-cal issues, such as the relationship of writing labora-tories to administration, laboratory scheduling, and money matters. The document then examines the details of working word processing instruction into the freshman composition curriculum, stressing the importance of handouts. Advantages and disadvan-tages of using computers in composition courses are

then enumerated, and the lack of research studies on the topic is noted. An annotated, selected bibli-ography is appended. (SKC)

CS 210 872

Ames, Mildred
It Kind of Makes You Think: Writing Books That
Stimulate Thought,
Pub Date—Nov 87

Pub Date—Nov 87
Note—7b; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

escriptors—Adolescent Literature, Authors, \*Childrens Literature, Critical Thinking, Didacticism, Fantasy, \*Literature Appreciation, Novels, Reader Text Relationship, Reading Materials, \*Reading Processes, Science Fiction, \*Writing for Publication

Noting that books for children must be just as entertaining, if not more so, than television or film in order to maintain young readers' attention, this paper discusses combining entertainment with didacticism in children's and adolescent literature dacticism in children's and adolescent literature. The first part of the paper offers a writer's reflections on the experience of writing science fiction/fantasy for youth and on the wish writers have to motivate young people to think while reading. The second part of the paper expands upon this idea and discusses the advantage writers of science fiction discusses the advantage writers of science fiction and fantasy have in motivating young people to think, using as an example the book, "Is There Life on a Plastic Planet?" The section goes on to suggest that whether readers arrive at "right answers" to questions the books raise is unimportant in comparison with the creative thinking involved in suggesting answers. The final section suggests that ideas that might sound "preachy" in other books attract and fascinate readers when placed in the context of science fiction and fantasy. (JC)

ED 289 175 CS 210 873 Gray, Patricia S. eachers Teaching Teachers: The Connection be-tween In-Service and Effective Teacher Training. Pub Date-21 Nov 87

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (7th, Los Angeles, CA, November 20-25, 1987). Pub Type— Opinion Papers (120) — Speeches/

Pub Type— Opinion rapers (120) — Specialism
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperation, Elementary Secondary
Education, English Teacher Education, Financial
Support, "Grants, "Grantsmanship, Higher Education, "Inservice Teacher Education, Program
Cont. Beauty Descriptions Program Develop-Caston, "Inservice Teacher Education, Frogram Costs, Program Descriptions, Program Proposals, "Teacher Education Programs, Teacher Education Programs, Teacher Educators, Teacher Improvement Grant monies are available from a variety of

sources and many grants go unused year after year. Teachers need to be alerted and informed about how to look for potential funds and/or available services for inservice teacher education, what services for inservice teacher education, what sources to seek out, how to put the information in the right hands, and then how to seek out those who can help them with the paperwork required by fund-ing agencies. Funding long-term inservice teacher education programs requires perseverance, but long-term programs are what teachers need, rather than cuit'd workshop. Givest eachers need, rather than quick workshops. Grant seekers can help each other, as well, because participating in a successful program brings publicity, which will lead to connec-tions with others and information about new sources of funding. These connections are the most impor-tant factor in maintaining funding for long-term projects, because they can lead to expansion and permanent sources of funds. Other characteristics of permanent sources of funds. Other characteristics of successful inservice training programs are the following: (1) long range goals; (2) release days for teachers during the school year; (3) intensive sumer training and follow-up visits on a regular basis; (4) monitoring; and (5) evaluation. Seven references are included. (A list of sources of possible grants available to teachers, locations of college board regional offices, a description of the publication "Educational Programs that Work," and a list of National Diffusion Network Facilitators are appended.) (SKC) (SKC)

ED 289 176 CS 210 874 Gray, Patricia S. ecting Literature to History for Interdisciplinary Teaching: "Antigone" and Greek His-

-24 Nov 87 Note-8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English

of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987). Pub Type—Opinion Papers (120) — Speeches/ Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MFDI/PC01 Plus Postage.
Descriptors—Drama, \*English Instruction, Experiential Learning, Greek Literature, \*History Instruction, \*Integrated Curriculum, \*Interdisciplinary Approach, \*Learning Strategies, \*Literature Approach, \*Learning Strategies, \*Literature, \*Learning Strategies, \*Literature, \*Learning Strategies, \*Literature, \*Learning Strategies, \*Literature, \*Literature, \*Literature, \*History Instruction, \*Learning Strategies, \*Literature, \*Literature, \*History Instruction, \*Literature, \*Literature, \*Literature, \*History Instruction, \*Literature, \*Lite

Identifiers—Antigone
Recent research suggests that information must
be made meaningful to students before they will
comprehend and remember it. However, because so curriculum is learned in isolation, many students miss the connections between such disciplines as literature and history. One solution is to connect as interature and instory. One solution is to connect the teaching of history and literature to a focal point, such as Sophocles' play "Antigone." For instance, history and literature teachers could switch classes for a class period or two, the history teacher giving the play a historical context while the literative context while th ture teacher explains literary trends of the period to the history students. Such an interdisciplinary apald be improved with the use of prerea proach could be improved with the use of preread-ing activities to activate students' prior learning, and ers could allow students to set their own pace by offering a number of appropriate prestudy activi-ties. To make use of multiple cognitive skills, stu-dents could (1) see and discuss an audiovisual dents could (1) see and discuss an audiovisual presentation on ancient Greece; (2) read "Antigone" and write a plot summary; (3) listen to a tape-recording of the play; (4) locate allusions to Greek mythology in the play and analyze their meaning in the dialogue; or (5) present a scene from the play. Role playing, researching various aspects of Greek history, and writing are appropriate strategies for both history and literature students. Such an approach synthesizes knowledge from content areas and improves the quality of the instruction. (Four references are included.) (JC)

ED 289 177 CS 210 875

Furner, Beatrice A.

Connecting: A Theoretical Basis for Creative
Self-Expression and Communication.

Pub Date—22 Nov 87

Pub Date—22 Nov 87
Note—14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (7th, Los Angeles, CA, November 20-25, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

EJNS Price - MPUI/PCUI Plus Postage.

Descriptors—Abstract Reasoning, Cognitive Structures, Creative Thinking, Educational Theories, Elementary Secondary Education, Experience, Imagination, Learning Processes, Learning Theories, \*Models, \*Schemata (Cognition), Symbolism, Teacher Attitudes, Theory Practice Relationship, Visualization Identifiers—Symbolic Representation, Symbolic Thinking

Thinking

Thinking
Focusing on the role of language in learning, this
paper discusses schemata and symbolic thinking
that help students learn from unfamiliar experiences. The first part of the paper introduces the idea
of symbolic thinking by comparing students encountering new ideas with convention-goers making
their way around a new city. The section suggests that the convention-goers can do this because they relate unfamiliar experiences to things that are al-ready held in the mind symbolically and adjust old ready held in the mind symbolically and adjust old ideas on the basis of new information. The next part of the paper discusses language use in school, and contrasts Transmission teachers, those who see themselves as experts imparting a fixed body of knowledge, with Interpretation teachers, those who acknowledge and work with the ideas with which students come to school. The third part of the paper offers a communication model of language for learning, which encompasses individual capacities for language. language for the thorough the communication communication communication. language, language functions, communication modes, and audiences, while the fourth section suggests ways in which the model may be used to faciligests ways in which the model may be used to racin-tate students' self-expressive uses of language. (Four references, a diagram of teaching styles, a diagram of the communication model, and a form for map-ping current curricula are included.) (IC)

CS 210 876 ED 289 178 ell. Felicia

ridging the Communication Gap b and Student: Composing Assig Content Areas. nication Gap between Teach

ub Date-20 Nov 87

Content Areas.
Pub Date—20 Nov 87
Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Assignments, \*Classroom Communication, Communication Problems, Content
Analysis, \*Content Area Writing, Higher Education, Reading Writing Relationship, Research Papers (Students), \*Teacher Response, Teacher Role, Teacher Student Relationship, Theory Practice Relationship, Writing Difficulties, \*Writing Instruction, Writing Research
Identifiers—\*Writing Assignments
Research has suggested that students have difficulty completing content area writing assignments if the teacher's written instructions are not clear. Students written work is more likely to be of higher quality if teachers specify the assignment's audience

dents' written work is more likely to be of higher quality if teachers specify the assignment's audience and purpose and offer prewriting instruction. Controversy exists over how explicit the instructions should be whether they should contain an outline of the writing process, or whether this should be implicit in the assignment-but there is some consensus that instructors should belance open-endedness with strategic directions or cues in the instructions. A study of instructors, writing assignments at the A study of instructors' writing assignments at the University of Texas at Austin revealed that instruc-tors did offer the most crucial rhetorical cues, as tors did offer the most crucial rhetorical cues, as well as other related ones, in their writing assignments. A content analysis of the writing assignments of 35 faculty members showed that two rhetorical dimensions, topic and specific task, appeared most frequently. Almost all of the 130 assignments contained topics, and those that did not were also beared when the state of the signments contained topics, and those that did not were elaborated upon in class. Less popular were references to style, organization, purpose, and audience. Two thirds, however, contained imprecise language and mixed messages. Feachers must remember that student experiences grow out of instructions, and evaluation of the final written product is a response to the connection between an assignment and the product. (Thirty references are included.) (IC)

ED 289 179 CS 210 877

assignment and included.) (JC)

ED 289 179 CS 210 877
Cole, SuzAnne
Using Required Departmental Grading Profiles.
Pub Date—Nov 87
Note—9p.; Paper presented at the Annual Meeting
of the National Council of Teachers of English
(77th, Los Angeles, CA, November 20-25, 1987).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150) — Reports - Descriptive
(141)

(141)

(141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, \*English Departments, Essays, \*Evaluation Criteria, Evaluation Methods, \*Evaluation Problems, \*Grading, Holistic Evaluation, Two Year Colleges, \*Writing Evaluation, \*Writing Instruction, Writing Skill Identifiers—Houston Community College TX
Facing the problem of a wide discrepancy in grading standards for student essays, the English department at a Texas community college developed a standardized method of grading students' expository and persuasive essays. The department established a committee of 10 full-time instructors whose objective was to standardize grading for all required lished a committee of 10 full-time instructors whose objective was to standardize grading for all required sessays. The committee developed five categories of criteria: (1) content, purpose, thesis, and support for thesis; (2) organization, development, and paragraphs; (3) sentences; (4) word use and tone; and (5) punctuation and mechanics. The categories were refined after a semester to include a "D" grade as well as "A, "B," and "C." Additionally, a sliding scale and a "no grade" option were incorporated. "B" papers were then differentiated from "A" papers as being accurate rather than superior, as worthwhile rather than valuable, and as lacking "rich" content. "C" papers were then defined as sketchy and routine, and "D" or "F" papers showed poor theses and "C" papers were then defined as sketchy and rou-tine, and "D" or "F" papers showed poor theses and little or irrelevant support. A review of the revised criteria indicates that they need some refinement, as "A's" and "F"s" are difficult to assign, but that on the whole they have provided more specific direc-tion for students looking to revise their work, and they have reduced grading time. (JC)

CS 210 878 ED 289 180

Connection Making between the Sister Arts. Pub Date—22 Nov 87

Connection Making between the Sister Arts.
Pub Date—22 Nov 87
Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
Pub Type— Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)
EDRS Price—MPDI/PCDI Plus Postage.
Descriptors—"Art Education, Art History, Authors, Course Content, English Instruction, Higher Education, "Illustrations, Integrated Activities, "Interdisciplinary Approach, Literary Criticism, "Literature Appreciation, Nineteenth Century Literature, Appreciation, Nineteenth Century Literature, Appreciation, Nineteenth Century Literature, Appreciation, Nineteenth Century Literature, Appreciation, Nineteenth Century Literature Course entitled "The Victorian Illustrated Book: A Marriage of Image and Word," offered at Skidmore College in New York, was designed to help students make connections between art and literature. Based on the premise that illustrations in Victorian books can be "decoded" much like a written text, students were introduced to illustrations from Charles Dickens" "Oliver much like a written text, students were introduced to illustrations from Charles Dickens' "Oliver Twist" and Lewis Carrolls "Alice in Wonderland" and spent time examining the illustrations to determine their faithfulness to the text and how they elaborated upon the narrative. Students also read research that familiarized them with Victorian artistic concerns, such as the language of symbols in artwork, and the Victorian preoccupation with the pastoral, death, and the family. An assignment called for students to examine Dante Gabriel Rosetti's painting "Found" and decode its symbols. More successful students learned not only to decode individual symbols but make ideational connections by seeing the symbols as a whole, as a "text" to be read. During the second month of the course, students were able to see how an illustration highlights a text or provides essential information. highlights a text or provides essential information.
As the course neared its end, students had progressed to a point where most easily made ideational connections between the arts, and occasionally made insightful connections between Victorian and modern concerns. The nature of this course seems to encourage students to make a full range of connections. (JC)

CS 505 726 ED 289 181

Stacks, Don W. Andersen, Peter A. Toward a Holistic Neurophysiological Under-standing of Intrapersonal Communication, Pub Date—Nov 87

Pub Date—Nov 87
Note—33p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (150)

(120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Brain Hemisphere Functions, \*Cognitive Processes, Cognitive Style, Communication Research, Epistemology, Learning Modalities, Models, Neurolinguistics, \*Neurological Organization, Speech Communication
Identifiers—\*Brain Activity, Brain Research, \*Intrapersonal Communication

zation, Speech Communication Identifiers.—Brain Activity, Brain Research, \*In-trapersonal Communication To further the understanding of how the brain operates at the most basic level of interest to human communication theorists, intrapersonal communi-cation, this paper reviews the arguments against the hemispheric dominance theory and for a neurologi-cal processing style model of brain functions and then focuses on the impact of the corpus callosum cal processing style model of brain functions and then focuses on the impact of the corpus callosum (a thin band of fibers which coordinate the functions of the two hemispheres) as a feature of communication within the brain itself. Topics covered in the paper include the following: (1) the two competing perspectives on the brain-the simple left-brain right-brain view and MacLean's triune brain (reptilian, paleomammalian, and neomammalian); (2) assessment of the intrapersonal communication system by beginning at the preverbal stage; (3) the role of the brain in understanding intrapersonal communication processing; (4) modularity of brain function and intrapersonal communication; (5) interhemispheric cooperation; and (6) interhemispheric coopera terhemispheric cooperation; and (6) interhemispheric dissonance. The paper concludes that intrapersonal communication should not be regarded as either oxymoronic or all-inclusive, be-cause the communication among brain modules—where modules may or may not interact, exert control over one another, compete, or cooperate-is indeed a form of intrapersonal communica-tion. Seven pages of references, a table of brain func-tions and structures, and a diagram of the triune brain conclude the paper. (SKC)

ED 289 182 CS 505 728

ED 289 182 CS 505 728
Litterst, Judith K.
Observation Projects: People-Watching for Fun
and Learning.
Pub Date—Sep 87
Note—16p; Paper presented at the Annual Meeting of the Speech Association of Minnesota
(Northfield, MN, September 1987).
Pub Type— Speeches/Meeting Papers (150) —
Guides - Clasaroom - Teacher (052)
Descriptors—Cognitive Processes, Data Collection,
eEducational Trends, Evaluation, Group Dynamics, Higher Education, \*Interpersonal Communication, Learning Processes, Learning Strategies,
\*Observational Learning, Research Methodology, Secondary Education, Student Participation,
\*Teaching Methods
In keeping with the trend toward active, participa-

Tleaching Methods
In keeping with the trend toward active, participative learning, observation projects for speech communication students can allow them to experiment with designing and carrying out a study of human communication. Students can be encouraged to look at the dynamics of a church congregation, a look at the dynamics of a church congregation, a courtroom, a pre-game football huddle, or an office, and try to interpret the types of communication behavior they see. Moreover, they can be encouraged to connect their observations with research literature they read. While observation projects may have their drawbacks, such as interfering with or influencing the communication being observed, they are invaluable for making learning meaningful. Teachers can help produce higher quality projects if they do the following: (1) provide students with helpful observation techniques and collection methods, and reinforce the importance of the observation record; (2) anticipate and discuss with students the frustrations of this type of research; (3) take a nondirective approach to criticism of projects; (4) provide frustrations of this type of research; (3) take a nondi-rective approach to criticism of projects; (4) provide periodic guidance, including conferences with stu-dents having difficulties; (5) require periodic progress reports; (6) have students prepare an anno-tated bibliography; and (7) provide students with guidance in organizing the written report. Such projects can give students skills, attitudes, and knowledge that govern behavior beyond their school years. (One note and eighteen references are included.) (IC) included.) (JC)

CS 505 750

Harris, Thomas E. Roadblocks to Change: Executive Behaviors Versus Executive Perceptions.

Roadbocks to Change: Executive Behaviors Versus Executive Perceptions.
Pub Date—Nov 87
Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Administrators, Communication Research, Employer Employee Relationship, Leadership, \*Leadership Styles, \*Organizational Climate, Organizational Communication, \*Organizational Effectiveness Identifiers—Executive Mind, Hersey Blanchard Situational Leadership Model, \*Management Styles, \*Organizational Culmate, Organizational Culmate, Organizational Culmate, Organizational Culmate, Organizational Culmate, Styles, \*Organizational Culmate, Styles, \*Organizational Culmate, Styles, \*Organizational culture
A study analyzed the responses of chief executive officers (CEOs) and company presidents to a leadership test and an organizational environment test, to determine whether these individuals' managerial approaches coincided with their characterizations of their organizations' environments. Subjects, CEOs or presidents of 65 randomly selected Indiana-based companies with gross annual sales of at least \$5,000,000, were administered a version of Paul Hersey and Kenneth Blanchard's LEAD test and also were surveyed regarding ten different characterizations of the organization's employees and environment. The respondents' average age was 49.8 years, and their average length of managerial time was 20.8 years. Results of the LEAD test indicated that these leaders were likely to adopt a "selling" approach, considered only marginally effective by the test's authors. The leaders' perception of their organizations' environments, as reflected in the second part of the survey, indicated a need for a "manager-as-developer" approach. Findings suggest that these leaders were benefit on the second part of the survey, indicated a need for a "manager-as-developer" approach. Findings suggest that these leaders were b a "manager-as-developer" approach. Findings sug-gest that these leaders may be incorrect in their choice of managerial style based on their own perceptions of their organizations. (Three tables and eight figures are included, and 15 notes are attached.) (NKA)

Johnson, J. David Oliveira, Omar Souki
A Model of International Communication Media
Appraisal and Exposure: A Comprehensive Test
in Belize.
Pub Date—Nov 87
Note—34n. Perc.

Pub Date—Nov 87

Note—34p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

Pub Type—Reports - Research (143) — Reports - Evaluative (142) — Speeches/Meeting Papers

(150)

(150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Audience Analysis, "Cultural Interrelationships, Foreign Countries, High Schools, Intercultural Communication, "Mass Media Mass Media Effects, Media Research, "Models, Multilingualism, Test Validity Identifiers—Beitze, "International Communication, International Television, "Media Exposure, Media Habits, Media Use
A study constituted the fifth phase of a programmatic research effort designed to develop and test a model of international communications media exposure and appraisal. The model posits that three variables—editorial tone, communication potential, and utility—have positive determinant effects on these dependent variables. Research was carried out in Belize, a small multi-lingual Central American country with no domestic television stations but country with no domestic television stations but with exposure to transborder television services from Mexico and the United States. Subjects, 245 high school juniors and seniors from three schools responded to a questionnaire about media exposure to Mexican and U.S. television, as well as print and radio. The Belizean youth represented a different population from elites who had been the focus of previous research. Results indicated that the proposed model provided an excellent fit with the data in the tests reported, and the amount of variance explained in appraisal and exposure was generally superior to that reported in other tests. Measurement errors were also acceptable. All of these factors taken together supported the general theoretical framework advanced in previous studies, and the overall pattern of results suggests that the model can be generalized for a variety of media, with important implications for intercultural redisa from Mexico and the United States. Subjects, 245 with important implications for intercultural rela-tions. (Tables of data are included, and references are attached.) (NKA)

ED 289 185 CS 505 775

Sharkey, William F.
A Deaf Child Born to Hearing Parents: Communicative Disruptions, Implications and Adjust-

-Nov 87

Note—42p.; Paper presented at the Annual Meet-ing of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Small

ing of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Small type size may affect legibility.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price • MF01/PC02 Plus Postage.

Descriptors—Adaptive Behavior (of Disabled), 

\*Communication Disorders, Communication Research, Communication Skills, Coping, \*Deafness, \*Family Life, Family Problems, Grandparents, \*Hiearing Impairments, Interpersonal Communication, Language Handicaps, Lipreading, Manual Communication, Oral Communication, Oral Communication, Oral Communication Method, \*Parent Child Relationship, Siblings, Sign Language, Speech Handicaps identifiers—Intrapersonal Communication

Noting that when a deaf child is born to hearing parents experience with the birth of a deaf child, the implications such an impairment has on development and language acquisition, and the adjustments made for such a child. Following an introduction which suggests that a child may have many meanings for parents, the first section of the paper presents the stages of development from birth to one year for normal and deaf children. The second section examines the discovery and diagnosis of deafness in a child, and the stages of mourning-impact, denish, grief, focusing outward and cleanure, thas year for normal and deaf children. The second sec-tion examines the discovery and diagnosis of deaf-ness in a child, and the stages of mourning-impact, denial, grief, focusing outward, and closure-that parents of deaf children experience. Subsections also examine the impact a deaf child may have on the parents and their ability to communicate with one another, upon grandparents, who often con-

tinue to deny the problem, and upon siblings, whose time with and closeness to the parents may be im-paired because of increased attention to the deaf child. The final section looks at finding a communichild. The final section looks at finding a communi-cative mode with the deaf child, and suggests that a combination of manual and oral approaches is best in establishing a language system. A conclusion sug-gests that communication between deaf children and those close to them will dictate how they see themselves individually and as members of society. (One footnote and 65 references are included.) (IC)

Olson, Scott R. Indigenous Self-Determination and Media Development: The Land Claims Variable. Pub Date—Nov 87

opment: The Land Claims Variable.
Pub Date—Nov 87
Note—30p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price—MF01/PO12 Plus Postage.
Descriptors—Cultural Background, "Indigenous Populations, "Land Acquisition, Land Use, "Mass Media, Mass Media Effects, Media Research, Minority Groups, Modernization, Nationalism, "Self Determination, Technological Advancement, Telecommunication, Technological Advancement, Telecommunication, Westernization The media have often been related to nation-state building and the generation of national sentiment, but because few ethnic minorities can afford to maintain their own media systems, they generally remain relatively powerless. Indigenous land claims, legal settlements that guarantee territorial sovereignty to an ethnic group, are one way of consolidating self-rule and accumulating capital to create a media systems. The lunpiat, an indigenous population of the North American Arctic, have successfully settled land claims suits, allowing them a great deal of political and economic independence. They fully settled land claims suits, allowing them a great deal of political and economic independence. They have also developed their own television and print nave ano developed their own television and print media, encouraging the maintenance of their culture and addressing their concerns in their own lan-guage. In contrast, the Samis, an indigenous popula-tion of Sweden, have not had the same success in land claims settlements, and have not been free to develop a high level of economic and political au-tonomy. Hence, the Samis do not run their own tonomy. Hence, the Samis do not run their own media; a brief weekly television ahow broadcasts news of interest to Samis but few are employed by the station, and a state-run magazine for them prints articles in Swedish, rather than their own language. It is clear that Inupiat devolution—the process of acquiring self government-is at a more advanced stage than Sami devolution because of the land claims variable. (Thirty-one references are in-cluded.) (JC)

ED 289 187 CS 505 780

Gilder, Eric An Enigmatic Embrace: Problems of Regulating the Effects of New Communication Technologies in the Soviet Union. Pub Date—Nov 87

Pub Date—Nov 87

Note—34p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Broadcast Industry, "Communication (Thought Transfer), Communication Research, Communications Stellites, Cultural Influences, Federal Regulation, Foreign Countries, "Government Role, Mass Media Effects, Models, Political Influences, Propaganda, Public Opinion, Social Influences, "Technological Advancement, "Telecommunications, Television Viewing, Videotape Cassettes, Videotape Recorders

ers
Identifiers—Burke (Kenneth), \*Media Government
Relationship, Pentadic Analysis, \*USSR
The telecommunication revolution in the USSR is
creating structural change in the culture, encompassing media, societal, and ideological systems. In
the process, it is replacing traditional Soviet collectivist values with individualist, western values. Increasingly near access to western ideas through trous values with individualist, western values. In-creasingly easy access to western ideas through VCRs, direct broadcast satellites (DBS), and home computers has led the Communist Party to restrict access to all but Soviet ideas through these media, although not entirely successfully. On the black market, Japanese VCRs and western films outsell the poorly made Soviet VCRs and limited selection of tapes. Estonians are also able to receive Finnish broadcasts of American television programs, which the Soviets have attempted to control with "prior consent" agreements with the West concerning satellite broadcasts. The most preasing problem, however, lies with the Soviets' need for computer literate citizens who will not undermine propaganda and information control by connecting with non-Soviets through telephone-linked computer systems. Kenneth Burke's "pentad" model illustrates how the communication technologies can act as a change agent upon the Soviet media system and larger society, with the "agent" being the Soviet government, Soviet society the "scene." and the desire to compete with western technology the "purpose." Whether the new technology can be kept under control is a pressing question for Soviet leaders, a problem which could, conceivably, cause another October revolution. (Thirty-six references and a diagram of Burke's "pentad" model are included.)

ED 289 188 CS 505 781

Kim, Myoung-Hye Yoon, Tae-Jin
A Comparative Study of Uncertainty Reduction
Theory in High- and Low-Context Cultures.
Pub Date—Nov 87

A Comparative Study of Uncertainty Reduction
Theory in High- and Low-Context Cultures.
Pub Date—Nov 87
Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association
(73rd, Boston, MA, November 5-8, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MP01/PO01 Plus Postage.
Descriptors—Communication Research, \*Cross
Cultural Studies, \*Cultural Context, \*Cultural
Differences, Cultural Traits, Foreign Countries,
\*Interpersonal Communication, Social Behavior,
Speech Communication, \*Stranger Reactions
Identifiers—South Korea, \*Uncertainty Reduction,
University of Massachusetts Amherst, Yonsei
University of Massachusetts Amherst, Yonsei
University of Massachusetts Amherst, Yonsei
University of Massachusetts and low-context cultures respectively. Uncertainty reduction theory, a study was conducted using students from South Korea and the United States who
were chosen to represent high- and low-context cultures respectively. Uncertainty reduction theory is
based upon the assumption that the primary concern of strangers upon meeting is one of uncertainty
reduction, or of increasing predictability of the behavior of both themselves and others in the interaction. The high-context/low-context culture
distinction depends on the amount of contextual
information left unstated in typical communication
settings-Korean leaves much unstated, while American English spells out much information explicitly.
Subjects, 88 Korean students at Yonsei university
and 62 native American English speakers at the
University of Massachusetts, responded to a question. The high-context/low-context culture
distinction depends on the amount of contextual
information left unstated in typical communications
tettings-Korean leaves much unstated, while American English spells out much information explicitly.
Subjects, 88 Korean students at Yonsei university
and 62 native American English speakers at the
University of Massachusetts, responded to a question. In beit own langua difference between the two types of culture with regard to interpersonal patterns in initial interactions. In both cultures, people exchanged background information more than sociability or personal interests and attitude and had a higher degree of certainty in their prediction of sociability than in their prediction of personal interests and attitude. (Seven tables of results and 10 references are appended.) (SKC)

ED 289 189 CS 505 785

Gilder, Eric
A Clash of Symbols: An Analysis of Competing
Images and Arguments in the AIDS Controversy. Pub Date—Nov 87

Pub Date—Nov 87

Note—38p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, Communicable Diseases, Conflict, Current Events, Medicine, \*Models, Moral Issues, Political Issues, Problem Solving, Religious Conflict, Scientific Research, Social Change, Social Discrimination, \*Social Problems, \*Symbolic Language, Traditionalism, Values Efforts to contain the spread of Acquired Immune Deficiency Syndrome (AIDS) have been slowed by numerous arguing factions, political, religious, and medical, all of which perceive the AIDS epidemic through a different set of symbols. The images can

be more easily understood using Kenneth Boulding's Threat, Integry, and Exchange (or TIE) model. The triangular model suggests that interactions based on threat images are destructive, founded on one group subjugating another. Groups who base their actions on threat images include Christian fundamentalists, who conclude that the disease is an act of divine retribution; the medical community, which sees AIDS as a threat to its authority and ability to cure disease, and some gay groups, who see AIDS as a threat to their political autonomy and sexual freedom. Action based on exchange images are more productive, including spending tax dollars on AIDS research, while action based on integrative images is the most productive, encompassing the acknowledgement of identity in relation to others. Churches that have welcomed gays into their membership and groups that have been formed to deal specifically with the AIDS issue fall into this category. It is held that Boulding's concept of integry provides the best model for a pragmatic and thoughtful response to the "situational exigence" of AIDS, and the public should attend to those in the AIDS debate who articulate this unifying image. (Four pages of references are included.)

ED 289 190

CS 505 808

Ameson, Pat
The Discourse of Presidents Ronald Reagan and
Daniel Ortega: Peace in Nicaragua without Con-

Pub Date-Nov 87

reasion.
Pub Date—Nov 87
Note—28p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Research, Comparative Analysis, Conflict Resolution, Cultural Context, Discourse Analysis, Foreign Countries, \*Poreign Policy, International Relations, \*Language Styles, Leadership Styles, \*Peace, Persuasive Discourse, Presidents of the United States, Propaganda, \*Rhetorical Criticism, Rhetorical Invention, \*Speeches, World Affairs Identifiers—Burke (Kenneth), Nicaragua, \*Ortega (Daniel), Political Rhetoric, \*Reagan (Ronald), Rhetorical Strategies Seeking to understand American and Nicaraguan perspectives of the Nicaraguan revolution, a study examined the rhetorical strategies used by Presidents Reagan and Ortega in their speeches. Ten public addresses made by each president in 1985-1986, pertaining to funding for Nicaraguan counterrevolutionary forces, were charted and examined for prevalent themes. The themes were then grouped together by the ideas represented, and the groups were clustered to represent a broader topic of consideration. A discourse analysis based on Kenneth Burke's ideas on myth criticism investigroups were clustered to represent a broader topic of consideration. A discourse analysis based on Kenneth Burke's ideas on myth criticism investigated the mythic structure of each leader's rhetoric. In addition, an agon analysis of the rhetorical texts examined the philosophical perspectives of the two presidents. Analyses indicated that President Creas's discourse featured the pentadic element "purpose," which corresponds to the philosophical term of mysticism, while President Reagan's discourse featured the pentadic element "agency" which corresponds to pragmatism. These philosophical perspectives are components of each other and as such serve to define each other. Just as a means is implicit in an end for Daniel Ortega's mysticism, purpose is implicit in agency for Ronald Reagan's pragmatism. Findings suggest that the political drams of international policy rhetoric is a viable and necessary area for future study. (Forty notes are attached.) (NKA)

CS 505 813 Morris, Betty Zane State Humanities Councils and Communication Arts Programs. Pub Date—6 Nov 87

Pub Date—6 Nov 87
Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, "Financial Support, "Grants, "Grantsmanship, Higher Education, Humanities, Humanities Instruction, Interdisciplinary Approach, Professional Development, Research Opportunities, Research Projects, Scholarship, "Speech Communication,

Surveys
Identifiers—\*State Humanities Councils
A study investigated humanities grants activity in
the discipline of speech communication. Specifically examined were (1) whether state councils difthe discípline of speech communication. Specifically examined were (1) whether state councils differed substantially in types of programs offered, guidelines, or procedures; (2) the percentages of programs, project directors, and sponsors within the field of communication (such as rhetoric, public address, literature, and theater programs); (3) outstanding examples of funded projects that fall specifically within the communication field; and (4) other issues that should be addressed for communication professors in the United States. Directors of various state and regional humanities councils furnished information for analysis by means of direct inquiry or published essays. Results indicated that the similarities of state programs were greater than the differences. Results also indicated that a limited number of communication scholars are involved in programs sponsored by humanities councils. Specific projects funded in the communication field were difficult to identify, but projects that used activities and concepts taught in communication departments were mentioned. Some issues of interest to all communication scholars were those related to the formulation of ideas and the writing of successful proposals for the humanities, including careful examination of proposed budgets, presentation of specific detailed descriptions, and emphasis of humanities content. (Eleven references are stached.) (NKA)

ED 289 192 CS 505 814 Gentile, John S.
The Performer as Writer.
Pub Date—16 Nov 86

Pub Date—16 Nov 86
Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MPUL/PCDI Plus Postage.
Descriptors—\*Acting. Audiences, \*Creativity, Drama, Media Adaptation, Monologs, \*Oral interpretation, Scripts, Theater Arts, Writing Processes

cesses
Identifiers—\*Performer Writers, Speaking Writing

cesses
Identifiers—\*Performer Writers, Speaking Writing Relationship
Most performer-writers accept the writing process simply as a means to an end: the shared performance event with a live audience. While writer-performers regard a script as more important than the performance, a solo performance is, however, a showcase of the artist's talent, and creating one's own text offers the performer artistic control. Some performers, such as Hal Holbrook and Emlyn Williams, adapt and reconstruct works by other writers into a new text. Lily Tomlin's collaboration with Jane Wagner recently produced the highly successful "The Search for Signs of Intelligent Life in the Universe." Monologist Ruth Draper performed purely oral performance texts for years (condensing, extending, or altering them according to the needs of a particular audience) before she finally wrote them down late in her lifetime. In such places as Colonial Williamsburg or Disneyland, the employees assume the role of fictional or historical characters, which is another way of combining writing with performing. Although considerable research is conducted for each character, the performers create their own dialogue through improvised interaction with each other and visiting tourists. The dual role of the performer-writer, which sometimes can result in internal conflict, is nonetheless challenging and rewarding. (Notes are attached.) (NKA)

ED 289 193

ED 289 193

CS 505 817

Wilson, John F.

Resources for Public Speaking: A Selected, Annotated Bibliography.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 81

Note—5p.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Analysis, Communication (Thought Transfer), Higher Education, Listening Skills, \*Public Speaking, Rhetoric, Speech Com-

munication, Speech Curriculum, Speech Instruc-tion, Theory Practice Relationship, Verbal Com-

munication
The 32 sources in this annotated bibliography are
compiled for those interested in the available resources concerning theory and practice in public
speaking. The bibliography cites only books with
comprehensive treatments of the art of public
speaking and its background, the majority of the
items being textbooks that have gone through at
least one edition. (JC)

ED 289 194

CS 505 818

Metzger, Nancy J.

Helping the Reticent Student: A Selected, Annotated Bibliography.

ERIC Clearinghouse on Reading and Communication Skills, Urbans, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 81

and improvement (ED), wasnington, DC.
Pub Date—Sep 81
Note—4p.
Pub Type— Reference Materials - Bibliographies
(131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PO3 Plus Postage.
Descriptors—Classroom Communication, \*Communication Apprehension, Communication, Problems, Elementary Secondary Education, Higher
Education, Interpersonal Communication, Self
Esteem, Student Alienation, Student Attitudes,
Student Participation, Teacher Role, \*Teacher
Student Participation, Teacher Role, \*Teacher
Student Relationship, \*Withdrawal (Psychology)
Identifiers—\*Reticence, \*Shyness
Sources in this revised annotated bibliography are
compiled for elementary, secondary, and college
level teachers interested in the identification and
instruction of reticent students. The 19 citations refer to sources on communication apprehension and
shyness in addition to reticence. (IC)

ED 289 195

CS 505 819

ED 289 195 CS 505 819
Rogers, Donald P.
Organizational Communication. A Selected, Annotated Bibliography. Revised Edition.
ERIC Clearinghouse on Reading and Communication Skills, Urbans, Ill.; Speech Communication, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 82
Notes—Sp. Spouli print

Pub Date—Fee of Note—Sp.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

(131) — Information Analyses - Extr. Information Analysis Products (971)

EDRS Price - MF01/PC01 Piss Postage.

Descriptors—Annotated Bibliographies, \*Business

Communication, Business Education, Communication Research, Higher Education, Interpersonal

Communication, Models, Organizational Climate, \*Organizational Communication

Intended for those new to the study of organizational communication, this revised annotated bibliography cites books and articles selected on the
basis of clarity and comprehensiveness in providing

background material or critical perspectives on or
ganizational communication. The 27 citations in the

bibliography focus on original literature (excluding

current textbooks), theoretical considerations (ex
cluding communications management and how
to-do-it), and general concepts (excluding specific

concerns). (SEC)

ED 289 196 CS 505 820

Semlak, William D. Cutbirth, Craig W.

Argumentation and Debate: A Selected Annotated
Bibliography.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication
Association, Annandale, Va.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Aug 82

and Improvement (ED), Washington, DC.
Pub Date—Aug 82
Note—5p.; Small print.
Pub Type—Reference Materials - Bibliographies
(131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—Communication (Thought Transfer),
Competition, "Debate, Judges, Motivation Techniques, "Persuasive Discourse, Public Speaking,
Rhetorical Invention, Speech Communication
Identifiers—Debate Coaches, Debate Strategies,
"Debate Theory, National Debate Topic, Na-

tional Debate Tournament

The 33 sources cited in this annotated bibliogra-phy are intended for forensics coaches and participants. References are organized as follows: the philosophy, rationale, and mechanics of forensics education; major theoretical works and textbooks; and issues related to theory and practice. Informa-tion on "ERIC First Analysis," a publication of the national high school debate topic resolutions pub-lished in conjunction with the Speech Communica-tion Association, is also included. (JC)

ED 289 197 CS 505 821

ED 289 197 CS 303 821 Friedman, Paul G. Oral History: An Annotated Bibliography.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Ph. Date. —Oct 82

Pub Date -Oct 82

Pub Date—Oct 82
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies
(131) — Information Analyses - ERIC Information Analysis Products (071)

tion Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographics, Audiotape
Recordings, Elementary Secondary Education,
Family History, Information Sources, Interpersonal Communication, Interviews, "Memory,
"Oral History, "Personal Narratives, Primary
Sources, Research Tools, "Social History
Identifiers—"Historical Research, Oral Journals,
Oral Literature
Defining oral history as a mathed of incident

Defining oral history as a method of inquiry by which the memories of individuals are elicited, pre-served in interview transcripts or on tape recordserved in interview transcripts or on tape recordings, and then used to earrich understanding of individuals' lives and the events in which they participated, this annotated bibliography provides a broad overview and a sampling of the resources available to researchers and practitioners interested avaisable to researchers and practitioners interested in oral history. The citations are divided into six topics: guides for developing oral history projects; biographical research using oral history; using oral history as a teaching tool; oral history and the el-derly; oral history and family heritage; and popular books using oral history. (NKA)

CS 505 822

Johannesen, Richard L.

Ethical Responsibility in Communication: A Selected, Annotated Bibliography. Fourth Edition.

Speech Communication Association, Annandale,

Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Mar 84

Note—Sp.; Small print.
Pub Type— Reference Materials - Bibliographies
(131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advertising, Codes of Ethics, Communication Research, "Ethics, Higher Education, "Interpersonal Communication, "Mass Media, Persuasive Discourse, Public Speaking, Responsibility, Rhetoric, Secondary Education, Speech Curriculum, Theory Practice Relationship, Values Education EDRS Price - MF01/PC01 Plus Por Education

Education
Identifiers—Communication Strategies
Representing works published between 1970 and 1984, this annotated bibliography identifies a variety of readings that explore fundamental issues of ethics in interpersonal, public, and mass communication, and that examine from an ethical viewpoint how to and whether to employ particular communication tactics or techniques. The bibliography contains 39 references to general works, case studies, and sources pertinent to ethics in mass communication. (JC)

ED 289 199 CS 505 823

Erway, Ella A.

Erway, Ella A.
Listening: Theory and Instruction. A Selected,
Aanotated Bibliography.

ERIC Clearinghouse on Reading and Communication Skills, Urbans, Ill.; Speech Communication
Association, Annandale, Va.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—Apr 84
Note—5p.; Best copy available.
Pub Type—Reference Materials - Bibliographies
(131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Ples Postage.
Descriptors—Annotated Bibliographies, \*Basic Skills, Behavioral Science Research, Communication Research, Counselors, Elementary Secondary Education, Employers, Higher Education, Listening, Listening Comprehension, \*Listening Skills, Research Methodology, Skill Development, \*Teaching Methods, \*Theory Practice Relationship.

Identifiers-Listening Strategies, \*Listening The-

Noting that listening is a major concern of basic Noting that issening is a major concern to basic skills teachers, counselors, and employers, this an-notated bibliography cites references for current be-havioral research and methodology in teaching listening skills. Forty-nine references are included, as well as information on how to order those cita-tions drawn from the ERIC database. (JC)

ED 289 200 CS 505 824

ED 289 200

GS 303 824

Gray, Philip A.

Assessment of Basic Oral Communication Skills: A

Selected, Annotated Bibliography.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 84

Note—So. Small print.

Pub Date—May 84
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies
(131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Ability Identification, Basic Skills,
Communication Skills, \*Educational Assessment,
Elementary Secondary, Education Interests of the Communication of the Co Communication Skills, "Educational Assessment, Elementary Secondary Education, Interpersonal Communication, "Listening Skills, "Minimum Competency Testing, Skill Development, "Speech Skills, Student Evaluation The 40 references in this annotated bibliography are intended for educators concerned with assess-

ment of basic speaking and listening skills, espe-cially in the context of minimal competency testing and basic skill improvement programs. The materials cited do the following: (1) address broad assessment issues; (2) review a variety of test instruments; (3) report assessment practices throughout the states; and (4) focus specifically on the assessment of speaking, listening, and functional communication skills. (JC)

ED 289 201 CS 505 825

Taylor, K. Phillip Conformity and Group Polarization: A Selected Annotated Basic Bibliography. Speech Communication Association, Annandale,

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—May 84

Note—Stay 94

Note—Stay Small print.

Pub Type— Reference Materials - Bibliographies

(131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage Descriptors—Adjustment (to Environment), Anno-tated Bibliographies, Communication Research, Compliance (Psychology), Conformity, \*Group Dynamics, \*Interaction Process Analysis, \*Peer

Influence, Sociology, Speech Communication Sources in this annotated bibliography are com-Sources in this annotated bibliography are com-piled for investigators in speech communication and social sciences interested in the influence of the group on the individual member (conformity and deviation), and for those interested in group consen-sus formation and the consequences of pressure to uniformity (polarization). The 34 citations include recent conformity and polarization research as well as classic early studies on the subject (JG)

CS 505 826

Tedford, Thomas L.
CS 505 826
Tedford, Thomas L.
Censorship of Sexual Materials: A Selected, Annotated Basic Bibliography.
Speech Communication Association, Annandale, Va.

Pub Date-Jun 84

Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies
(131)

EDRS Price - MF01/PC01 Plus Postage Descriptors—Annotated Bibliographies, Broadcast Industry, Case Studies, \*Censorship, Films, Free-dom of Information, Freedom of Speech, Intellec-tual History, Laws, Legal Problems, Literature, Mass Media Effects, Moral Issues, Moral Values, Obscenity, \*Pornography, Radio, Sanctions, Tel-

evision The 37 references in this annotated bibliography are compiled for researchers of information on th censorship of sexual materials from ancient times to present. The materials include case studies, histories, essays, and opinion pieces about the use and regulation of "obscenity" in literature, pictorial art, radio broadcasting, the mail, film, and other media. Although this bibliography lists only books, it includes citations to reference volumes for periodicals, essays, and current events source materials.

CS 505 827

ED 289 203

Friedley, Sheryl A.

Interpersonal Communication: A Selected, Annotated Bibliography.

BRIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 84

Pub Date—Aug 84 Note—5p.; Small print.

Pub Type—Information Analyses - ERIC Informa-tion Analysis Products (071) — Reference Mate-

tion Ánalysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, "Communication (Thought Transfer), Communication Research, "Course Content, Higher Education, "Interpersonal Communication, Interpersonal Relationship, "Introductory Courses, Secondary Education, Speech Curriculum, "Speech Instruction, Teaching Methods Identifiers—"Communication Behavior, Communication Strategies, "Speech Communication Education

Designed to assist secondary school and college teachers select classroom materials for an introductory course in interpersonal communication, this annotated bibliography cites materials that provide both descriptive and prescriptive information to enhance the development of the basic interpersonal communication course. The sources include recent communication course. The sources include recent editions of widely used texts—with special attention to specific orientation and units of study-as well as instructional resource materials. The 37 citations are organized under the following formats: (1) general texts; (2) anthologies; and (3) institutional resources. (NKA)

ED 289 204 CS 505 828 Phifer, Gregg Parliamentary Law: A Selected Annotated Bibliog-

raphy.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication
Association, Annandale, Va.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

and improvement (ED), wasnington, DC.
Pub Date—Aug 84
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies
(131) — Information Analyses - ERIC Information Analysis Products (071)
EDDS Dies MEI (COL) Plus Bestere

tion Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Course
Content, "Group Discussion, Group Dynamics,
Higher Education, "Interpersonal Communication, Laws, "Meetings, Organizational Communication, Organizations (Groups), "Parliamentary
Procedures
Identifiers—"Formal Language, Organizational Behavior, Organizational Skills, "Parliamentarians,
Rule Governed Behavior, Rules and Resultations

navior, Organizational Skills, Parlamentarians, Rule Governed Behavior, Rules and Regulations Sources in this annotated bibliography are in-tended for persons who are called upon to moderate or participate in formal or large-group meetings, and for instructors who teach courses in parliamentary law or who must incorporate such a unit in a larger course. The 43 citations are organized by format: (1) manuals; (2) textbooks; (3) programmed texts; (4) readings and other specialties; (5) journal articles; (6) ERIC documents; (7) films; and (8) periodicals.

ED 289 205 CS 505 829 EJJ 289 205 CS 505 829
Ritter, Kurt Hellweg, Susan A.
Political Campaign Debating: A Selected, Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbans, Ill.; Speech Communication Association, Annandale, Va.

43

CS 505 835

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 84
Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, \*Debate, Higher Education, Mass Media Effects, Persuasive Discourse, \*Political Campaigns, \*Political Candidates, Political Issues, \*Presidential Campaigns (United States), Public Speaking, Rhetoric, Secondary Education, \*Television, Television Research

Communication Behavior, Debate

Identifiers—Communication Behavior, Debate Strategies, Debate Theory Noting that television debates have become a regular feature of the media politics by which candidates seek office, this annotated bibliography is particularly intended to assist teachers and researchers of debate, argumentation, and political communication. The 40 citations are limited to the television era of American politics and categorized as follows: (1) scholarly books and monographs; (2) scademic wablic affairs books and monographs; (3) scademic wablic affairs books and monographs; (3) scademic public affairs books and monographs; (3) academic conferences; and (5) debate transcripts and videotapes. (NKA)

ED 289 206 CS 505 830

Foss, Karen S. Feminist Rhetoric: A Selected Annotated Bibliog-

raphy.

ERIC Clearinghouse on Reading and Communication Skills, Urbans, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 84

Note—5p; Small print.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies. Civil

escriptors—Annotated Bibliographies, Civil Rights, Communication Research, Cultural Context, "Discourse Analysis, Females, "Feminism, Ideology, "Language Usage, Political Issues, "Rhetoric, "Rhetorical Criticism, Sex Bias, Sex

Role, \*Social History, Womens Studies
Identifiers—Equal Rights Amendment, \*Feminist
Criticism, Male Female Relationship, Rhetorical Community, Rhetorical Stance, Womens Litera-

ture, Womens Organizations

ng that the proliferation of discourse by and Noting that the proliteration of discourse by and about the women's movement makes focus imperative in a bibliography dealing with feminism, this annotated bibliography concentrates on rhetorical analysis of American feminist rhetoric. The 42 cited items, most of which appeared in communication journals or were presented at communication conventions, are intended for use by teachers and students of communication interest understanding feminist discourse. (NKA) interested

ED 289 207 Peterson, Eric E.

Peterson, Eric E.
Readers Theatre: An Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 85
Note—Sns.: Small print

Pub Date—Mar 85
Note—Sp.; Small print.
Pub Type— Reference Materials - Bibliographics
(131) — Information Analyses - ERIC Information Analysis Products (971)
EDRS Price - MF91/PC01 Plus Postage.
Descriptors—Aesthetic Values, Annotated Bibliographies, Choral Speaking, Communication Research, "Drama, Elementary Secondary
Education, Higher Education, Literature Appreciation, Oral Interpretation, "Readers Theater,
Speech Communication, "Theater Arts, "Theory
Practice Relationship
Defining readers theatre as a form of aesthetic

Practice Relationship
Defining readers theatre as a form of aesthetic
communication that encompasses ensemble or
group oral interpretation including dramatic production of literature, this annotated bibliography
emphasizes traditional theory and practice. The
3-4-item bibliography cites material from the following types of sources and topics: (1) books and journals; (2) description and application; (3) text and
adaptation; (4) performance and production; (5)

criticism and evaluation; and (6) bibliography.

CS 505 832 ED 289 208

ED 289 208 CS 505 832 McDermott, Steven T. Persuasion: A Selected, Annotated Bibliography. ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Aug 85

Pub Date—Aug 85 Note—5p.; Small print.

Note—5p.; Small print.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, Annotated Bibliographies, Attitude Change, Communication Research, Elementary Secondary Education, Higher Education, "Interpersonal Communication," Mass Media Effects, "Persuasive Discourse, "Public Speaking, Research Methodology, Rhetoric, Speech Communication, Television Research, Theory Practice Relationship.

Designed to reflect the diversity of approaches to

Designed to reflect the diversity of approaches to persuasion, this annotated bibliography cites materials selected for their contribution to that diversity rials selected for their contribution to that diversity as well as for being relatively current and/or especially significant representatives of particular approaches. The bibliography starts with a list of 17 general textbooks on approaches to persuasion. The 19 research references that follow were selected to represent the variety of approaches used and contexts investigated for persuasive effects, including interpersonal studies, public studies, and mass contexts. (SEC) texts. (SKC)

CS 505 833 ED 289 209

ED 289 209

Feezel, Jerry D. Gray, Pamela L.

Communication in the Elementary Grades: A Selected, Annotated Basic Bibliography.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 85

Note—Sep. 85

Note—Sep. 85 Small print.

Pub Date—Sep Small print.

Pub Type— Reference Materials - Bibliographies

(131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Communication Research, \*Communication Skills, Core cation Research, "Communication Skills, Core Curriculum, "Course Objectives, "Course Organi-zation, Elementary Education, "Interpersonal Communication, "Language Acquisition, Lan-guage Arts, Parent Role, Public Speaking, School Role, Speech Communication, "Speech Instruc-

Sources in this annotated bibliography are intended to assist cooperative efforts by teachers, distended to assist cooperative efforts by teachers, district language arts supervisors, communication consultants, reading specialists, parents, principals, teacher educators, and state education office personnel in their efforts at furthering the speech and language growth of elementary school students. The 41 annotations are divided into two main categories: resources to increase adult understanding and resources for ideas to use with children. Both categories in the bibliography identify sources that can be understood and used by lay people interested in the communication development of children. (SKC)

ED 289 210 CS 505 834 Benoit, William I

Benoit, William L.
Argumentation Theory. [A Selected Annotated Bibliography].
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Pub Date-Oct 85

Pub Date—Cot of Note—5p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

MEMI\_PCMI\_Plus Postage.

tion Analysis Products (UP) Plus Postage.
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Attitude
Change, Communication Research, Elementary
Secondary Education, Higher Education, Interpersonal Communication, "Persussive Discourse,
Rhetoric, "Speech Communication, Teaching
Methods, "Theories, "Theory Practice Relation-Identifiers-\*Argumentation Theory, Perelman

(Chaim), \*Rhetorical Theory
Materials dealing with aspects of argumentation
theory are cited in this annotated bibliography. The
50 citations are organized by topic as follows: (1)
argumentation; (2) the nature of argument; (3) traditional perspectives on argument; (4) argument diagrams; (5) Chaim Perelman's theory of rhetoric; (6)
the evaluation of argument; (7) argument fields; (8)
argument and attitude change; and (9) argument in
interaction. (5KC)

ED 289 211

Stacks, Don W.
Nonverbal Communication: Theory, Assessment, and Instruction. A Selected, Annotated Bibliog-

raphy, ERIC Clearinghouse on Reading and Communica-tion Skills, Urbans, Ill.; Speech Communication Association, Annandale, Va. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Oct 85

-5p.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071) EDRS Price - MF01/PC01 Plus Postag

ORS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Classroom
Communication, \*Communication (Thought
Transfer), Communication Research, \*Educational Assessment, Elementary Secondary Education, Higher Education, Interpersonal
Communication, \*Nonverbal Communication,
Teacher Student Relationship, Teaching Methods, Textbooks, \*Theory Practice Relationship
Designed for elementary secondary, and college

ods, Textbooks, "Theory Practice Relationship Designed for elementary, secondary, and college level teachers interested in teaching nonverbal communication, assessing nonverbal skills in the classroom, and incorporating nonverbal units in other courses, the references in this annotated bibliography range from overviews to specifically selected interest areas in nonverbal communication. The 25 citations are organized as follows: (1) 9 books for use as general introductory or overview texts; and use as general introductory or overview texts; and (2) 16 articles on specific research studies of non-verbal communication, or on specific applications of nonverbal theory. (IG)

ED 289 212 Benoit, William L.

Benoit, William L.

Persuasion: Attitude/Behavior Change. A Selected, Annotated Bibliography.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 85

Pub Date-Oct 85

Note—5p.; Small print.
Pub Type— Reference Materials - Bibliographies
(131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Po EURS Price - MPU/PCOI Plus Postage.

Descriptors—Annotated Bibliographies, \*Attitude Change, \*Behavior Change, Beliefs, \*Cognitive Psychology, \*Communication (Thought Transfer), Developmental Psychology, Learning Theories, Persuasive Discourse, \*Psychological Studies, Psychology, Social Psychology, Social Science Research, Theories

Designed for teachers, students and researchers of the psychological dimensions of attitude and behaviors.

the psychological dimensions of attitude and behav-ior change, this annotated bibliography lists books, bibliographies and articles on the subject ranging from general introductions and surveys through spe-cific research studies, and from theoretical position essays to literature reviews. The 42 citations are essays to literature reviews. The 42 citations are organized under the following headings: (1) general works; (2) learning theories of persuasion; (3) consistency theories; (4) social judgment/involvement; (5) information integration theory; (6) source credibility; (7) message variables; (8) compliance-gaining strategies; (9) attitude-behavior consistency; and (10) resistance to persuasion. (JG)

ED 289 213 CS 505 837

Demo, Penny The Basic Course: A Selected, Annotated Bibliog-

raphy.

Speech Communication Association, Annandale,
Va.

Pub Date—87 Note—5p.; Small print. Pub Type— Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Basic Skills, Communication Research, Communication Skills, Core Curriculum, Course Content, Course Descriptions, \*Course Objectives, Course Organization, Higher Education, \*Interpersonal Communication, \*Introductory Courses, \*Public Speaking, \*Speech Communication, \*Speech Instruction, Teaching Methods, Theory Practice Relationship Defining basic speech communication courses that treat fundamental communication courses that treat fundamental communication concepts, this annotated bibliography reflects the

concepts, this annotated bibliography reflects the current thought of speech educators on the basic course. The bibliography consists of 27 citations, all of which are drawn from the ERIC database. (SKC)

CS 505 838 ED 289 214

Casmir, Fred L. International, Intercultural Communication: Selected Annotated Bibliography.

Speech Communication Association, Annandale,

Pub Date-Feb 87

Note—8p.
Pub Type— Reference Materials - Bibliographies
(131)

EDRS Price - MF01/PC01 Plus Postage Descriptors—Annotated Bibliographies, \*Commu-nication Research, Cross Cultural Studies, \*Cross Cultural Training, Cultural Awareness, \*Cultural Differences, Cultural Traits, Culture Contact, \*Information Theory, Interaction, Interaction Pro-cess Analysis, \*Intercultural Communication, cess Analysis, Intercultural Communication,
\*Intercultural Programs, International Relations,
Multicultural Education, Public Policy, Public

Relations, Second Language Learning Designed to assist the student, scholar or practitioner interested in the role of culture in comm cations and human organization, this annotated bibliography cites sources since 1972 on intercutural and international communication. The 78 references are organized as follows: (1) books (including general handbooks for training sojourners or expatriates and those who work with them, anthologies of studies on teaching and intervention, teaching guides and class curricula, guides for develteaching guides and class curricula, guides for devel-oping intercultural awareness, translation guides, surveys of bilingual education, and other general works); (2) articles (including studies of internation-ally oriented education, analyses of international public relations and policies, and summaries of re-search on intercultural aspects of values, adjust-ment, cultural difference, integration, commerce, and work); and (3) ERIC documents (covering edu-cation and training in developing nations, develop-ment of intercultural communication theories, course curricula, and reviews of research). Most of course curricula, and reviews of research). Most of the publications cited include bibliographies. (JG)

ED 289 215

CS 505 839

Demo, Penny Public Relations: Selected, Annotated Bibliogra-

eech Communication Association, Annandale,

Pub Date-Mar 87

Note—5p.; Small print. Pub Type— Reference Materials - Bibliographies (131)

(131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Business Education, Career Planning, Careers, Classroom Communication, \*Communication Research, Interaction, \*Interaction Process Analysis, \*Organiteraction, Interaction Process Analysis, "Organizational Communication, Persuasive Discourse, Publicity, "Public Relations, Relevance (Education), Speech Communication, "Speech Curriculum, "Speech Instruction Identifiers—Communicator Style

Designed for students and practitioners of public relations (PR), this annotated bibliography focuses on recent journal articles and ERIC documents. The 34 citations include the following: (1) surveys of public relations professionals on career-related education; (2) literature reviews of research on mea-surement and evaluation of PR and organizational surement and evaluation of PR and organizational communication; (3) analyses of communications styles among PR teachers and practitioners; (4) teaching guides and curricula; and (5) position papers on various PR theories and applications. The bibliography also includes a non-annotated list of 12 to the proper of the proper of the proper or particular and the proper or particular and the proper or particular and the property of recent general textbooks on public relations. (JG)

ED 289 216 Tedford, Thomas L. CS 505 840

Freedom of Speech: A Selected, Annotated Basic Bibliography. Speech Communication Association, Annandale, Va.

Pub Date-Mar 87

Note-5p.; Small print. Pub Type- Reference Materials - Bibliographies (131)

(131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Books, Broadcast Industry, Censorahip, Civil Rights, Constitutional Law, Court Litigation, Freedom of Information, \*Freedom of Speech, Journalism, \*Mass Media, Press Opinion Identifiers—\*First Amendment, Journalism His-

Restricted to books on freedom of speech, this annotated bibliography offers a list of 38 references pertinent to the subject. Also included is a list of 18 ERIC documents on freedom of speech, and infor-mation on how to order them. (JC)

CS 505 841

Darling, Ann L. Staton-Spicer, Ann Q.

Teacher-Student Interaction in the Classroom: An

Annotated Basic Bibliography.

Speech Communication Association, Annandale,

Va.

Pub Date—Aug 87 Note—5p.; Small print. Pub Type— Reference Materials - Bibliographies (131)

(131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, \*Classroom Communication, Classroom Environment, Educational Quality, Elementary Secondary Education, \*Interpersonal Communication, Nonverbal Communication, \*Teacher Effectiveness, \*Teacher Student Relationship, Teaching Styles, \*Theory Practice Relationship Identifiers—Communication Strategies Noting that improving teaching effectiveness is a

major concern for those working toward educa-tional reform, this annotated bibliography provides references to inform teachers at all levels and researchers about classroom interaction. The 40 references are confined to theory and research on verbal and nonverbal face-to-face interaction between teachers and students. (JC)

ED 289 218 Friedrich, Gustav W. CS 505 842

History of American Communication Education: A Selected, Annotated Basic Bibliography. Speech Communication Association, Annandale, Va.

Pub Date-Jun 87

Note—5p.
Pub Type— Reference Materials - Bibliographies
(131)

EDRS Price - MF01/PC01 Plus Postage EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Communication (Thought Transfer), Educational Change, \*Educational History, Educational Trends, Higher Education, Persuasive Discourse, Retocric, \*Speech Curriculum, \*Speech Instruction, United States History (Identifiers—Classical Rhetoric, Historical Bibliography, \*Speech Communication Education Noting that only a fraction of the articles in speech journals have been concerned with the history of speech education in the United States, this annotated bibliography provides a broad guide to

annotated bibliography provides a broad guide to the materials necessary for understanding that his-tory. The 45 citations are organized in six sections concerned with: (1) historical background; (2) educational context; (3) general sources; (4) professional associations; (5) selected teachers; and (6) additional sources. (NKA)

CS 505 843

ED 289 219

GS 505 843

Hanson, Colan T.

The Manifestation of Consistent Judging Standards in After-Dinner Speaking.

Pub Date—6 Nov 87

Note—17p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, "Evaluation Criteria, Higher Education, Judges, "Persuasive Discourse, "Public Speaking, Secondary aive Discourse, "Public Speaking, Secondary Education, Speech Communication, "Speech Evaluation, Speech Instruction, Standards Identifiers—"After Dinner Speeches, Coaching

(Speech), \*Speech Tournaments

The standards used to evaluate after-dinner speech in forensic contests are explored in this paper. The central thesis of this theoretical article sugper. In ecentral thesis of this theoretical article sug-gests that the standards generated by the Second National Conference on Forensics for the evalua-tion of public address are applicable to the contest event of after-dinner speaking. The paper argues that there is room for additional standards of evalua-tion but those standards such to receive field teation but those standards ought to receive field test-ing before judges use them for a decision in a round ing before Jugges use them no a decision in a rotate of tournament competition. The principal data base of the study comes from published materials on the evaluation of forensic speakers. The paper calls for future research dealing with the exploration and testing of potential critical standards in the evaluation of after-dinner speakers. (SKC)

## EA

EA 019 585

ED 289 220

Crisci, Pat Eva Tutela, Alfred D.

Program Development Trends and Issues: The Cleveland Leadership Academy.

Pub Date—Aug 87

Pub Date—Aug 87

Note—37p.; Paper presented at the National Conference of Professors of Educational Administration (Chadron, Nebraska, August 12, 1987).
Pub Type—Reports Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PO20 Plus Postage.
Descriptors—\*Civil Rights Legislation, Compliance (Legal), Elementary Secondary Education, "Leadership Training, Legal Responsibility, Program Design, \*Program Development, Program implementation, Supervisory Training Identifiers—Ohio (Cleveland), Training Centers This paper focuses on public school program development to correct the effects of segregation. It This paper rocuses on public school program development to correct the effects of segregation. It suggests concrete measures and plans for the Cleveland Leadership Academy, which is designed to enhance instruction and access. Cleveland City School District's Remedial Order is a court-approved blueprint for desegregation that mandated management and leadership training for all school district staff, including staff administrators, supervisors, and prin-

including staff administrators, supervisors, and principals. Five developmental programs promote the administrative leadership of both practicing and prospective administrators: (1) the Administrator Preparation Program provides comprehensive training for personnel who are seeking administrative promotional opportunities; (2) the Administrator Renewal Program furnishes specific leadership and management skills; (3) the Administrator Retraining Program addresses the needs of administrative ing Program addresses the needs of administrative underschievers; (4) the Future Leaders Preparation Program identifies and encourages potential leaders to pursue comprehensive training; and (5) the New Administrator Program focuses on furnishing immediate and consistent support to "new" administrators. Support components complement the five trators. Support components complement the five training programs by providing leadership assessment capabilities; by promoting personal and organizational growth; by focusing on clinical supervision/instruction; and by incorporating a variety of unique postsecondary courses that address the theoretical aspects of public school management. Among the academy's accomplishments is the successful implementation of "effective achools" research, which provides the conceptual and contextual impetus for the development and implementation of the academy's norrams and its implementation of the academy's programs and its related components. (JAM)

EA 019 639 ED 289 221 Thomas, Vernadine Ogletree, Earl J.

Administrative Style and Leadership Effective-

Pub Date

Pub Date—86
Note—30p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Administrator Characteristics, \*Administrator Evaluation, Administrator Role, Comparative Analysis, Elementary Secondary Education, Instructional Leadership, Leadership Qualities, \*Leadership Styles, \*Principals, Research Utilization, Teacher Administrator Relationship, Teacher Attitudes, \*Theory Practice Relationship, Trend Analysis
Trends over the past 25 years in research on evaluation of school administrative leadership are analyzed in this summary report. Administrator

evaluation became a concern as the principal's influence on the performance and attitudes of faculty and staff was realized. Research on organizational psychology demonstrated the relationship between leadership effectiveness and subordinates' confidence. Recent research in school improvement stresses teacher attitudes toward the role of principal stresses the role of the pal. Although surveys show that teachers and administrators believe they should make decisions about teaching and evaluation procedures together, findings also indicate teachers have a lack of knowledge about the issues involved in teacher evaluation. Early research on principals tended to focus on leadership traits, which were, for example, described as either "authoritarian" or "democratic" in nature. Henry Mintzberg's (1973) research established an undisputed administrative model based on the finding that leadership style had more influence on managers' work behavior than did situational variables. More recent research has investigated the relationship between the perceived leadership style of principals and the acceptance of teachers in professional matters. Attitude surveys attempt to balance the variables of a leader's personality characteristics, the type of situation, and subordinates' personality characteristics as determinants of pal. Although surveys show that teachers an ranteristics, the type of saturation, and substitu-mates' personality characteristics as determinants of the most effective leadership practices. Investiga-tors can now state that leadership research cannot specify the proper practices for all situations. A 3-page bibliography is appended. (CJH)

Latz, Frank W. Maddirala, James S.

Paperwork: Texas Teachers' Views. Monograph
No. 2.

East Texas State Univ., Commerce. Center for Pol-icy Studies and Research in Elementary and Sec-ondary Education. Pub Date—87

Note—85p. Pub Type— Reports - Research (143) EDRS Price - MF01/PC04 Plus Postage

escriptors—Bureaucracy, Elementary Secondary Education, \*Noninstructional Responsibility, Public Schools, Questionnaires, \*State Legisla-

Public Schools, Questionnaires, "State Legisia-tion, Statistical Surveys, Surveys, "Teacher Atti-tudes, "Teacher Burnout, "Teacher Morale, Teacher Motivation, Teacher Responsibility Identifiers—"Paperwork, Texas Since the passage of House Bills 246 and 72, Texas teachers have expressed frustration with the sudden and dramatic increases in the amount of paperwork required of them, complaining that the extra time required for noninstructional duties cuts extra time required for instinuctions and that the paper work created by this legislation is largely irrelevant to instruction. This study examines the extent to which teachers' frustration with paperwork is creating a burnout problem among Texas teachers. A series of questionnaires were sent to 3,000 randomly selected teachers from the Texas Education Agency's 1985 list of educators. A total Education Agencys 1995 into reducators. A total of 700 usable questionnaires were returned. These questionnaires provided data about: (1) paperwork, divided into three subscales-frustration, independence, and coping; (2) burnout, divided into two subscales-emotional exhaustion and personal accomplishment; (3) locus of control (4) punil control control and personal accomplishment; (3) locus of control (4) punil control subscales-emotional exhaustion and personal ac-complishment; (3) locus of control; (4) pupil control ideology; and (5) demographic data. The attitudes toward paperwork accounted for the largest amount of emotional exhaustion, followed by locus of con-trol. These questionnaire data were supplemented trol. These questionnaire data were supplemented by qualitative data from a telephone survey of 40 randomly selected teachers along with written comments mailed in by hundreds of respondents. All the findings pointed to the same conclusion: teachers are experiencing considerable burnout due primarily to the burden of paperwork, which contributes in turn to their sense of helplessness—the other major source of burnout. The report concludes with a set of recommendations by which the Texas Education Agency can reduce paperwork in schools. The latter of recommendations by which the Texas Education Agency can reduce paperwork in schools. The latter two sections of the document comprise an extensive review of literature related to paperwork and burnout and a detailed account of the methods and procedure used in collecting and analyzing the data. A bibliography is appended, along with statistical data.

ED 289 223 EA 019 677 lagendzo, Abraham And Others Private Education in Chile under the Military Regime (1973-1986). Pub Date—Apr 87

Note—42p.; Paper presented at the Annual Meet-ing of the American Educational Research Asso-

ciation (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Conflict of Interest, "Educational
Policy, Elementary Secondary Education, "Foreign Countries, Government Role, "Government
School Relationship, Higher Education, Ideology,
Political Socialization, Politics of Education, "Private
Education, Private School Aid, Private
Schools, School Administration, Social Discrimination, "Totalitarianism Identifiers—"Chile Identifiers-\*Chile

This paper analyzes the development of private education in Chile since the military coup of 1973, in the context of the military regime's neconservative political and ideological aims. Despite these professed aims, copious evidence is presented to suggest that the need of an authoritarian state to maintain "national security" by suppressing all dis-sent has led to a serious discrepancy between the professed aims of the regime and its need for total professed aims of the regime and its need for total ideological control of private education. These contradictions are expressed in three fundamental ways. First, despite the discourse on freedom, the state reserves for itself the right to legislate and control all aspects of education, both administrative and curricular, and a national system of supervision at the regional level has been installed to monitor and evaluate the schools and control the aid given and evaluate the schools and control the aid given to private institutions. Second, the private sector has assumed responsibility for educational services in a partial and fragmented way. Since profits are given preference over community service, the number of subsidized institutions has increased in urban areas but has declined in the rural areas, where educational services are needed most. Third, the transference of the privatization plan to the totality of the educational system has wrought a discriminatory system of state financing for education at all levels, along with reduced salaries and loss of tenure rights for teachers. All these practices have brought about a deterioration in the quality of education. Ap-pended are a series of statistical tables, along with organizational charts illustrating the structure of the Chilean educational hierarchy.(TE)

ED 289 224 EA 019 703 Schwarz, Arthur M.
Coping with Classroom Bigotry: Politics and Morality of Canada's Keegstra Affair.
Pub Date—27 Aug 86
Note—37p.; Paper presented at the International

Intervisitation Programme in Educational Ad-ministration (Auckland, New Zealand, August 24-29, 1986). Assisted by a grant from the Social Sciences and Humanities Research Council of

Pub Type— Reports - Descriptive (1-4.)
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Administrator Education, \*AntiSemitism, Boards of Education, Court Litigation,
Making, Foreign Countries, Freedom of Decision Making, Foreign Countries, Freedom of Speech, Higher Education, High Schools, Jews, Speech, Higher Education, High Schools, Jews,

"Moral Issues, "Politics of Education, Principals,
Propaganda, Public Schools, "Social Discrimination, Social Studies, Standards, Superintendents,
Teacher Administrator Relationship, Teacher Associations, "Teacher Dismissal, Teacher Rights
Identifiers—"Alberta
Lines Keesstra was dismissed

In December 1982, James Keegstra was dismissed from his position as high school social studies teacher in a small Canadian town. Two and one-half years later Keegstra was convicted on the rarely heard criminal charge of willful promotion of hatred towards an identifiable group (Jews) through his towards an identifiable group (Jews) through his classroom teaching. Courtroom testimony made it clear that two successive principals of the school and the former superintendent of the school district had sheltered Keegstra by ignoring or failing to act on parental complaints. The two principals appeared as defense winesses on behalf of Keegstra who argued that the approved curriculum was biased and that the school was interfering with his right of free speech. The principals' testimony raises concern about the selection and training of school administration and the functions and dysfunctions of ignorance, morality, and short-term expedience. administration and the functions and dysfunctions of ignorance, morality, and short-term expedience in the management of public education. The positiv-ist technicism widespread in graduate departments of educational administration facilitates the avoid-ance of issues involving difficult matters of morality and ethics. Those who teach school administration need to ask what they are doing to give students the knowledge and attitudes that will keep them from

becoming barbarians. Fifty notes are appended. (MLF)

ED 289 225 EA 019 704 Downey, L. W. Ingram, E. J.

The Alberta Academy for Educational Leadership.
Report of an Appraisal.
Alberta Dept. of Education, Edmonton.
Pub Date—Jan 87 Pub Date—Jan o. Note—59p. Pub Type— Reports - Evaluative (142) — Informa-tion Analyses (070) EDRS Price - MF01/PC03 Plus Postage.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Role, Administrators, Foreign Countries, Governance, "Instructional Leadership, "Leadership Training, "Management Development, Principals, Professional Continuing Education, "Program Effectiveness, "Program Evaluation Identifiers—"Alberta, Collegiality
The Alberta Academy for Educational Leadership was created by a number of education-related organizations in response to provincial government.

organizations in response to provincial governmen-tal pressure. To evaluate the program, at the end of a 3-year exploratory period, data were obtained from onsite observations, meetings with three sets of graduates, selected school staffs and colleagues, of graduates, selected school staffs and colleagues, and with participant and interested observers. Additionally, questionnaires sent to 273 graduates were responded to by 195 (74 percent); and questionnaires sent to 92 superintendents were responded to by 83 (90 percent). A summary of a review and synthesis of the current literature on leadership and leadership development is presented. More than 75 percent of the responding participants indicate they have considered returning to the Academy for another program, and 95 percent would recommend the experience to a colleague. An 80 percent positive rating in terms of the applicability of knowledge acquired was given, and on a five-point scale rating, the culture of the Academy as an environment for professional growth, the mean rating was 4.7. The superintendents' views of the Academy are generally positive. Alternative futures for the Academy were explored at a meeting with the six stakeholder any positive. Atternative nutures for the Academy were explored at a meeting with the six stakeholder groups by giving them a summary of the appraisal data with an overview of seven alternative scenarios. The report concludes with a summary, speculations, and recommendations. (MLF)

EA 019 709 ED 289 226 Put-In-Bay School District Study. A Report.
Dayton Univ., Ohio. Office of Educational Services ns Agency—Put-In-Bay School District, OH.
Date—Jun 86 Note-35p.

Note—35p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Boards of Education, College School
Cooperation, \*Community Attitudes, Community Characteristics, \*Educational Assessment,
\*Educational Environment, \*Educational Quality, Elementary Secondary Education, Facility
Utilization Research, Public Schools, Questionnaires, \*School Community Relationship
Identifiers—Put In Bay Public Schools OH
The Put-In-Bay, Ohio, Board of Education authorized a study to review plans for meeting the educa-

rized a study to review plans for meeting the educa-tional needs of the students and community. A total rized a study to review plans for meeting the educa-tional needs of the students and community. A total of 160 families currently living on the island were mailed a survey, but only 65 surveys were returned. A much higher rate of return had been expected because of apparent dissatisfaction with the school, because of the controversy this seemed to have fo-mented and because of the compactness of the com-munity. The respondents revealed that they see a need to involve more adults in the school and to hire and retain top quality staff. The respondents are aware of the limitations placed on the curriculum by the small size of the school; however, they believe that the system could be better managed. Interviews that the system could be better managed. Interviews with 15 members of the school staff resulted in nuwith 15 memoers of the school start resulted in nu-merous positive comments regarding ideal class size, good relations among staff members, regular reporting to parents, availability of educational ma-terials and equipment, ability to give individual at-tention to students, and the use of computers in the tention to students, and the use of computers in the classroom. Some concerns were voiced in regard to cocurricular activities, need for a parenting pro-gram, assistance in developing a drug-alcohol pro-gram, planning time, and the need for the planned new gymnasium. Researchers also looked at a sampling of school records and surveyed the school fa-cilities. The report concludes with a set of recommendations. Appendixes contain copies of the board of education member survey (not dis-cussed in the report) and the community survey form. (MLF)

ED 289 227

Baruch, Steven Callaway, Rolland

Public Participation in the Process of Curriculum
Formation in the Milwaukee Public Schools.

Formation in the Milwaukee Public Schools.
Pub Date—Apr 86
Note—4pp; Paper prepared for the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, \*Citizen Participation, \*Community Involvement, \*Curriculum Development, Elementary Secondary Education, Local Issues, Public Schools, \*School Community Relationship, \*Urban Schools Ulfactifiers—\*Milwaukee Public Schools WI
The role of the public has generally been dis-

The role of the public has generally been dis-missed as a significant factor influencing the process of curriculum formation in large urban school dis of curriculum formation in large urban sendoi cur-tricts. This paper presents an indepth case study focusing on the role of the public in curriculum for-mation in one school district over a 21-year period during portions of the tenure of 3 superintendents. From June 1955 to July 1976, each proposal for curriculum change that was made to the Milwaukee, Wisconsin, Board of School Directors was identified Wisconsin, Board of School Directors was identified as well as the source of the proposal and the results of action taken by a board committee or the total board. For each proposal, verbatim records of committee and full board meetings were perused and all official documents and other written records were omeias documents and other written records were studied. On the basis of these data, a basic outline of all curriculum changes was compiled. Individuals knowledgeable of the process of curriculum deci-sion-making were interviewed. This study suggests that those proposing change were heard and, in a number of cases, their proposals were adopted.

EA 019 738 ED 289 228

Beck, John J.

Profile of the Principalship. A Study of Principals'

Note-73p. Pub Type- Reports - Research (143) Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Administrator Attitudes, \*Adminis-

trator Education, Educational Administration, Elementary Secondary Education, Employment Experience, \*Employment Potential, Instructional Leadership, \*Job Skills, Occupational Surveys, \*Principals, Professional Development, \*Program Effectiveness Identifiers—\*Texas

This study surveyed 1,000 elementary, junior This study surveyed 1,000 elementary, junior high/middle school, and high school principals in Texas by questionnaire to gather their perceptions on issues related to the principalship. The following four issues were explored: (1) source of expertise; (2) skills necessary to the success of any principal; (3) level of expertise of the respondents in each of the identified skills; and (4) adequacy of preparation received in each of the respondents' university programs in educational administration. Findings indicate that on the ich exercises and common sense. cate that on-the-job experience and common sense were the most important sources of expertise, whereas university preparation programs and experiences gained outside of education were the least important sources. Campus leadership, instructional leadership, and interpersonal relations are the skills perceived to be of most importance to success. Curriculum development, physical plant management, and budgeting and finance skills were seen as being of least importance to success. Principals perceived that level of expertise closely matched the perceived necessity of the skill, but the expertise was seen to have been obtained from sources other than their university preparation program in educational ad-ministration. A 20-item bibliography and 8 appendi-ces of survey instruments and data comprise one-half of the report. (Author/CJH)

EA 019 740

Askling, Berit
Who Exerts Influence on Educational Changes-In

Theory and in Practice?
Pub Date—Apr 87
Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Change Agents, \*Educational Change, Educational Improvement, \*Educational Tends, Foreign Countries, Higher Education, \*Nursing Education, Politics of Education, Professional Education, \*Teacher Education, Professional Education, \*Teacher Education Identifiers-\*Sweden

This paper discusses some practical and theoreti-cal aspects and problems of curriculum change and reform with a focus on the formal and informal power structure in professional Swedish education. power structure in professional Swedish education. Special attention is also paid to how teachers use a widened scope of action in curriculum planning and setting standards. It explains the formation of an integrated higher educational bureaucracy unified by educational institutions and programs, including but not limited to teacher and nursing education. Reform and change are characterized by decentral-ization, professional standard setting, interdisciplin-ary research, a unified formalized admission system. local decision-making and control, application of knowledge examinations, the promotion of profes-sional development, and a diffusion of political power and influence in educational policy among teachers, students and special interest groups. Five pages of notes and references are appended. (JAM)

EA 019 743 Galante, Susan And Others
Basic School Law, School Library Series, Volume

New Jersey School Boards Association, Trenton. Report No.—ISBN-0-912337-04-4 Pub Date—84

Note—173p.; For previous edition, see ED 159 763. Available from—Publication Sales, New Jersey School Boards Association, P.O. Box 909, Tren-ton, NJ 08605 (89.95, prepaid; quantity discounts). Pub Type-

- Books (010) - Legal/Legislative/Regulatory Materials (090) EDRS Price - MF01 Plus Postage, PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—Board of Education Policy, Board of Education Role, \*Compliance (Legal), Court Litigation, Educational Environment, \*Educational Legislation, Elementary Secondary Education, Legal Problems, \*Legal Responsibility, School Administration, School Budget Elections, School Funds, \*School Law, State Legislation, \*State School District Relationship, \*State Standards, Student Rights, Teacher Rights
Identifiers—\*New Jersey, New Jersey School Boards Association

Boards Association
This volume, a third edition updated and expanded from the two previous editions, is an introduction to the essentials of school law in New Jersey and a reference tool for readers experienced in eduand a reference tool for readers experienced in edu-cational law. Chapter 1 focuses on the legal struc-ture of New Jersey public education, addressing such primary issues as the flow of authority to edu-cate, state educational institutions, and the adminis-tration of school laws. Chapters 2 and 3 focus on the legal structure of local school districts and the authority of the local board of education. Chapter 4 addresses current legal issues in the relationship of school finance to educational (quality. Chapter 5 addresses legal responsibilities with respect to the educational quality. dresses legal responsibilities with respect to the edu-cational environment-school lands and buildings, attendance and transportation, pupil health and safety, the school program, and disabled pupils. Chapter 6 is a survey of students rights and respon-sibilities with respect to suspension and expulsion, grades, corporal punishment, freedom of speech, dress codes, student records, searches, student orgadress codes, student records, searches, student orga-nizations, patriotic observances, and student van-dalism. Chapters 7 and 8 discuss the legal rights and responsibilities of school management and staff per-sonnel respectively, while chapter 9 describes the laws governing public participation in, and discles-sure of, school board proceedings. Chapter 10 sets forth school budget guidelines for the two types of school districts. Chapter 11 sets forth procedures for school elections, and chapter 12 focuses on contract. law and other statutory provisions as they affect school district business practices. Appended are an overview of the New Jersey and federal judicial systems and an index. (TE)

ED 289 231 EA 019 751 Wary, Curt And Others Negotiations '36-'87. New Jersey School Boards Association, Trenton.

Pub Date-87

Note-100p.; For the 1984 edition, see ED 242 080.

Available from—Business Office, New Jersey School Boards Association, P.O. Box 909, Tren-ton, NJ 08605-0909.

ton, NJ 08003-0909.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Board of Education Policy, Board of Education Role, \*Boards of Education, \*Collective Bargaining, Conflict Resolution, Elementary Secondary Education, Labor Legislation, \*Labor secondary Education, Labor Legislation, "Labor Problems, \*Labor Relations, Politics of Educa-tion, Problem Solving, Public Schools, \*School Districts, School Law, Scope of Bargaining, State Legislation, Teacher Discipline Identifiers—New Jersey, New Jersey School Boards Association

Boards Association
This is the 16th publication in an annual series intended to provide New Jersey board members and administrators who are representing their district in negotiations with the latest information on legal denegotiations with the latest information on legal developments affecting negotiations, practical advice on bargaining strategy and tactics, and a handy source of reference for important case law. In this issue, the first feature article discusses the scope of negotiations, discipline, and agency shop, along with recent federal developments affecting the bargaining process, such as the Consolidated Omnibus Reconciliation Act of 1985 and the court-ordered extension of the Fair Labor Standards Act requireextension of the Fair Labor Standards Act requireextension of the Fair Labor Standards Act require-ments to state and local government employers. The next article discusses the effects of New Jersey's Teacher Quality Employment Act on labor rela-tions within the state. Following this are articles on tions within the state. Pollowing this are articles on the following topics: pitfalls of comparability data, the respective roles of the union and supervisory units at the bargaining table, and determination of the appropriate supervisory bargaining unit. The publication concludes with an annotated list of re-cent level decisions affection precipitions. cent legal decisions affecting negotiations, a se-lected bibliography, and a revised critical analysis of the sample agreement provided for its membe the New Jersey Education Association. (TE)

EA 019 752 Simon, Toby R.
Fundamentals of School Board Membership.
New Jersey School Boards Association, Trenton.

Note-115p.

Available from—Business Office, New Jersey School Boards Association, P.O. Box 909, Tren-ton, NJ 08605-0909.

Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors-\*Board of Education Policy, \*Board of Education Role, \*Boards of Education, Conflict Resolution, Curriculum Evaluation, Decision flict Resolution, Curriculum Evaluation, Decision Making, Educational Finance, Elementary Secondary Education, Meetings, Parliamentary Procedures, Policy Formation, Politics of Education, Problem Solving, Public Agencies, Publicity, Public Policy, Public Relations, Public Schools, School Districts, School Law, State School Districts, School Law, State School Districts trict Relationship

Identifiers-New Jersey, New Jersey School

Boards Association
This book provides basic information for new board of education members on a wide range of issues that have turned up on board of education assues that nave turned up on board or caucation agendas in New Jersey over the past 10 years. Separate sections are devoted to the following: (1) the New Jersey School Boards Association's code of ethics for board members; (2) the governance of New Jersey Public Education; (3) the respective roles of board members and superintendents; (4) a school law primer for new board members; (5) derstanding parliamentary procedure; (6) policy; (7) the board-superintendent relationship; (8) researching curriculum issues; (9) textbook approval; (10) budget calendar; (11) essentials of school finance; (12) glossary of school finance terms; (13) legislation and the role of the board member; (14) the board and labor relations; (15) foundation of a public relation assessment (16) dealing with the school of t lic relations program; (16) dealing with the press; (17) a selective glossary of education and budget terms; and (18) the New Jersey School Boards Association Field Services Department. (TE)

ED 289 233 Anderson, Stuart A.
Successful School Board Meetings. A Special

RIE MAY 1988

Edition for New Jersey School Boards. New Jersey School Boards Association, Trenton. Pub Date-Aug 83

Note—64p.; Revised and edited for use in New Jer-sey in collaboration with the staffs of the Illinois Association of School Boards and the New Jersey Association of school Boards and the New Jersey School Boards Association. For the handbook written for the Illinois Association of School Boards, see ED 226 479.

Available from—Business Office, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605-0909.

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Board of Education Policy, Board of Education Role, \*Boards of Education, Conflict Resolution, Decision Making, Elementary Secondary Education, \*Meetings, \*Parliamentary Procedures, \*Policy Formation, Politics of Education, Problem Solving, Public Agencies, Publicity, Public Policy, Public Relations, Public Schools, School Districts School Districts

Identifiers—New Jersey, New Jersey School Boards Association This handbook was written to help school boards

conduct routine business meetings more efficiently, and thereby improve their ability to reach constructive decisions and solve problems. After a brief in-troduction, the first chapter focuses on organizing the new school board, electing officers, adopting policies, and appointing committees. The second chapter provides advice for planning the meeting and preparing the agenda, while the third focuses on optimum procedures for conducting the meeting. The fourth chapter outlines the duties and responsibilities of the board president, board members, su-perintendent, and school attorney. Chapter 5 is devoted to procedures for recording the meeting and preparing the minutes for distribution. Chapter 6 discusses the process of making and monitoring two types of school board decisions-policy and recolled a seventh chapter discusses problem solving. The seventh chapter discusses methods for dealing with the public at board meetmethods for dealing with the public at loard meetings and for handling complaints or criticisms. Similarly, chapter 8 focuses on dealing with the news media-working with reporters, preparing for news coverage, and handling interviews. The final chapter provides a checklist for evaluating the school board meeting. Appended are five short advisory articles written by members of the Illinois, Georgia, and Pennsylvania School Boards Associations, a quick reference for appropriate motions in various situations, and a suggested reading list for school board members. (TE)

ED 289 234

EA 019 754

Simon, Toby R., Ed.
Handbook of Effective Board Leadership.
New Jersey School Boards Association, Trenton.
Pub Date—85

-100p.

Available from—Business Office, New Jersey School Boards Association, P.O. Box 909, Tren-ton, NJ 08605-0909.

Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors.—\*Board of Education Policy, \*Board of Education Role, \*Boards of Education, Conflict Resolution, Curriculum Evaluation, Decision Making, Educational Finance, Elementary Secondary Education, \*Leadership, Meetings, Parliamentary Procedures, Policy Formation, Politics of Education, Problem Solving, Public Agencies, Publicity, Public Policy, Public Relations, School Law, State School District Relationship

Identifiers--New Jersey, New Jersey School Boards Association
This publication, a resource for board of education

presidents in the State of New Jersey, covers a wide range of topics pertaining to the board president's duties. Separate sections are devoted to the following. (1) the code of ethics for New Jersey board of members; (2) statutory responsibilities of a board of education president; (3) an opinion essay entitled "The Antileadership Vaccine," contending that the American education system discourages intellectually gifted people from seeking leadership positions; (4) decision making; (5) conducting the board meeting; (6) understanding parliamentary procedure; (7) the board president as policy leader; (8) 10 questions to pry apart a district's curriculum; (9) reevaluating courses for the comprehensive high school; (10) evaluation of the chief school administrator; (11) chief school administrator; (12) nts in the State of New Jersey, covers a wide

progress toward objectives; (13) self-evaluation— major board responsibility; (14) the process of board self-evaluation; (15) the New Jersey School Boards Association (NJSBA) board self-evaluation ques-tionnaire; (16) legislation and the role of the board member; (17) the board president and labor relamemoer; (17) the board president and abor rein-tions; (18) board meetings as a district showcase; (19) designing the program-goals, objectives, and procedures; (20) a suggested statement of policy on school-community relations; (21) suggested objec-tives and procedures for developing a public rela-tions program; (22) dealing with the press during a crisis; and (23) the NJSBA Field Services Depart-

ED 289 235 EA 019 755

ED 289 235

Donaldson, Gordon A., Jr. And Others
Teacher Selection of Master Teacher Criteria:
Giving the Profession Local Control.
Pub Date—Apr 87

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Career Ladders, Classroom Techniques, Elementary Secondary Education, Instructional Improvement, \*Master Teachers, \*Participative Decision Making, \*Peer Evaluation, \*State Legislation, \*Teacher Certification Identifiers—\*Maine
In response to national calls for educational re-

In response to national calls for educational re-form, Maine's legislature established a career ladder certification system with three steps: provisional, professional, and master teacher. The goal was to tie teacher advancement to evidence of improved teaching and classroom management. The 1984 plan required that teacher committees develop certification criteria at the local school system level and that the new certification strategy be pilot tested in selected districts for a three-year period. tested in selected districts for a three-year period.
Maine's law gave local administrators responsibility
for setting standards and for measuring their colleagues' performance. This paper analyzes the master teacher criteria created by local committees in
16 pilot districts. The length of typical Maine criteria lists and the variety of topics covered made it
difficult to summarize their content. However, the
tierms were recouncil into the following categories or difficult to summarize their content. However, the tiems were grouped into the following categories or domains. The teacher: (1) prepares for instruction effectively; (2) uses teaching strategies and procedures appropriate to the content, objectives, and learners; (3) uses evaluation to improve instruction; (4) manages classroom activities effectively; (5) establishes and maintains a professional leadership role; (6) communicates effectively; and (7) manages routine, business and recondiseming efficiently. role; (b) communicates enecuvery, and (r) interagra-routine business and recordkeeping efficiently. Each item on a local district list was assigned to one of these categories. Results showed that pilot sites did not create criteria streasing improved teaching and classroom management. One-third of all criteria were professional leadership items, while instuc-tional and classroom management items comprised tional and classroom management items comprised only 17 percent and 16 percent of the total, respec-tively. Committees relied on nonpedagogical aspects of teacher performance and produced remarkably similar lists. Also, the 16 pilot site lists remarkably similar lists. Also, the 16 pilot site lists contained many hard-to-measure process-type criteria and used high-influence language creating interpretation problems. Maine's effort to engage teachers in certification calls into question several propositions concerning the benefits of professional self-regulation. Still, teachers' trust in the criteria and process may compensate for these difficulties. Included are seven references and five tables. (MLH) (MLH)

ED 289 236 Willie, Charles V.

EA 019 757

The Excellence Movement in Education and Lessons from History.
Pub Date—85

Pub Date—85
Note—95.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Admission, "Community Responsibility, "Democratic Values, Educational History, "Educational Policy, Elementary Secondary Education, "Equal Education, Futures (of Society), Higher Education, "Selective Admission

Identifiers—\*Excellence in Education, National Commission Reports, \*Polybius Backed by the federal government, the excellence movement in education has advocated higher col-

lege admissions requirements and reliance on na-tionally administered standardized tests. Although intended to benefit the public welfare, these recomintended to benefit the public welfare, these recommendations actually discourage learners considered less worthy. When discussing the movement's mental health implications, one must consider community psychology concepts (equality, supremacy, preeminence, authority, responsibility, rejection, and others) related to individuals' interactions. Essentially, excellence is a function of individual aspiration and accomplishment. When excellence is viewed as a collective property, an inappropriate transformation has occurred that is open to abuse. Institutions, groups, and other collectivities are obligated to serve others adequately, not excellently. Drawing on the work of Polybius, an ancient Greek historian, this paper argues that the excellence Drawing on the work of Polybius, an ancient Greek historian, this paper argues that the excellence movement's attempts to transfer an individual, personal privilege into a social obligation is inapppropriate, misguided, and ultimately pathological. Polybius feared that subsequent generations of authority holders reared in a privileged atmosphere would abandon their high responsibility in favor of avarice and other excesses. Today's educators should not be so quick to condemn the U.S. system of universal education as mediocre, nor to adopt exclusionist higher education policies. Our educations policies. Our educations of the property of the proper exclusionist higher education policies. Our educa-tional system will be strengthened by maintaining its twofold goal of community advancement and individual progress. Included are four references.

ED 289 237

EA 019 758

Karst, Ralph R. New Policy Implications for Inservice and Professional Development Programs for the Public Schools.

Note—Apr 87
Note—57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (145) - Research (143)

ports - Research (143) EDRS Price - MF01/PC03 Plus Post EDRS Price - MF01/PC03 Plus Post

EDRS Price - MF01/PC03 Plus Postage.
Descriptors.—Administrators, Boards of Education,
Career Development, "College School Cooperation, Educational Policy, Elementary Secondary
Education, Field Interviews, "Inservice Education, "Management Development, "Policy Formation, Principals, "Professional Development,
Public Schools, Superintendents, Teacher Burnout, "Teacher Improvement out, \*Teacher Improvement

Identifiers-\*Louisi

The purpose of this investigation was to search for new educational policies that would help renew and invigorate old ideas and concepts about inservice invigorate oid ideas and concepts about inservice and professional development programs in the pub-lic schools. The methodology included both qualita-tive and quantitative functions. The key technique was an interview schedule with Likert-type ques-tions that were proven very reliable through statisti-cal analyses. Persons interviewed were identified as highly competent Louisiana teachers and administrators with a record of positive creative attitudes toward themselves, others, and their work. Eight superintendents recommended supervisors and ele-mentary and secondary principals. The chosen prin-cipals were asked to select teachers who also met the criteria. Overall, 150 subjects were studied with considerable depth, although 107 were used in final analyses. Descriptive data laid the foundations for amyses. Descriptive data taid the foundations for pragmatic interpretations that were applied to the formulation of 13 vigorous policies designed to have new but realistic implications for implementation mechanisms within a hopeful idealistic framework. (Author/MLF)

ED 289 238 EA 019 759

Sacken, Donal M.
Multiple Dimensions of School Law Courses.
Pub Date—Nov 87
Note—57p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).
Pub Type Chains Papers (170) Speeched

30-November 1, 1987).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Administrator Education, Course
Content, Course Objectives, Course Organization, Curriculum Enrichment, Higher Education,
\*Law Related Education, \*Legal Education (Professions), Postsecondary Education as a Field of
Study, \*Professional Education, \*School Law,
Teacher Educators, Teaching Methods
This paper offers some reflections on reconstruct-

ing the role of school law ir struction in colleges of education, and specifically in administrator preparation programs. Three aspects of a school law course are discussed as they relate to the typical path of educational administrators' academic preparation. The "translational dimension" of school law refers to the original function of school law courses, which is simply to instruct educators in the legal concepts necessary to discharge their duties, so that they will not violate the law from ignorance. Typical school law courses involve an exposition of important case law to show the variability of legal outcomes, on the assumption that educators will better serve professionally if they comprehend the basic nature and application of legal principles and the adjudicative process. This approach, however, is seen as insufficient because it looks at law in isolation from other types of knowledge about educational organizations. An integrative approach which views legal decisions prismatically from the perspective of scholarship in several different disciplines is, therefore, recommended. For example, insights from sociological analysis and management theory could be brought to bear on legal issues such as school desegregation, teacher dismissal, collective bargaining, and teacher student relations. The third aspect of school law courses is the foundation-the relationship between school law and justice or morality, and the moral ramifications of schooling and school management. The ultimate measure of a school law course, however, is its contribution to the overall intellectual training of school administrators. (TE)

EA 019 763 ED 289 239

Mertz, Norma T. McNeely, Sonja R.
Secondary Schools in Transition: A Study of the
Emerging Female Administrator.
Pub Date—Nov 87
Notes—16.

Pub Date—Nov 87
Note—15p.; Paper presented at the Annual Conference of the Southern Regional Council on Educational Administration (Gatlinburg, TN, November 9, 1987).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—9Administrators, \*Assistant Principals, Data Collection, Equal Opportunities (Jobs), \*Pemales, High Schools, \*Principals, Research Needs, School Districts, \*Sex Bias Identifiers—"Tennessee
Accurately estimating the number of female high school administrators is difficult because (1) comprehensive studies by individual position are nonexistent; (2) most state departments of education do

Accurately extensions use summer or reason man school administrators is difficult because (1) comprehensive studies by individual position are nonexistent; (2) most state departments of education do not collect or report such data; (3) limited samples are used in studies; and (4) researchers and reporters tend to aggregate positions. Researchers are divided as to female administrators' progress during the past decade. This situation led to companion studies aiming (1) to determine whether the status of female high school administrators has changed since 1972; and (2) to develop baseline data for monitoring female status in line administrative positions. This paper summarizes study data that addresses the question of women high school principals and assistant principals. The first study examined 44 of the largest U.S. school districts. In the second study, various district types (urban, suburban, medium city, and rural) in Tennessee were examined to see if findings in the largest districts were mirrored in all types of districts in one state. urban, measurement of indings in the largest districts were mirrored in all types of districts in one state. Data were secured for 1972, 1982, and 1986. (The studies will be replicated in 1986.) Results clearly showed gains in status and representation of women high school administrators since 1972, particularly in large city districts. In 1986, women held 23 periods and the state of the stat nigh school administrators since 1972, particularly in large city districts. In 1986, women held 23 percent of high school principalships (up from 6 percent in 1972) and 32 percent of assistant principalships (up from 19 percent in 1972). Women are making steady, less spectacular progress in suburban, medium-sized, and rural districts. Included are nine references. (MLH)

EA 019 766 ED 289 240 EA 019 766 EVALUATION Guidelines for School Personnel, 1986. Suggested Personnel Policy Guidelines for School Districts. Oregon State Dept. of Education, Salem. Pub Date—May 86 Note—55p.; For the 1977 guidelines, see ED 146

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education,
"Evaluation Methods, Guidelines, "Personnel Evaluation, Personnel Management, Public Schools, Records (Forms), School Administration, School Districts, "School Personnel, Standards, State School District Relationship, "Teacher Evaluation, "Teacher Supervision Identifiers."—Organo.

EA 019 770

Buttom, Joan And Others

Sizing Up Your School System. The District
Effectiveness Audit.

New Jersey School Boards Association, Trenton.;
Research for Better Schools, Inc., Philadelphia,

Pub Date-86

Pub Date—86
Note—160p.; A cooperative project of the New Jersey School Boards Association and Research for Better Schools, Inc.
Available from—Business Office, New Jersey School Boards Association, P.O. Box 909, Tren-

Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

Descriptors—Academic Achievement, Accountability, \*Audits (Verification), Board of Education Policy, \*Educational Assessment, \*Educational Practices, Elementary Secondary Education, \*Evaluation Methods, Questionaires, \*School Districts, \*School Effectiveness, Student School Relationship

naires, "School Districts, "School Effectiveness, Student School Relationship Identifiers—"New Jersey
This guidebook presents a process to elicit and organize information about school district practices, proposes standards to judge the effectiveness of those practices, and provides a method for determining desired improvements. Following the introduction, section 2 contains a distillation of the research findings on school effectiveness along with a discussion of how district practices influence a school's ability to promote student achievement. Section 3 presents the areas covered in the audit and suggests standards for assessing district effectiveness. Sections 4 and 5 describe a step-by-step sproach to conducting the audit. Included in section 6 are procedures for analyzing and interpreting information and recommendations for preparing and disseminating the report. Section 7 makes suggestions for planning district improvement. Section 8 consists of instruments to be used in the audit process—the interview guide and the questionnaire—while section 9 contains the forms to be used in analyzing the audit information and preparing the report. Appendices contain a 23-item bibliography along with names of board members and educators who collaborated in designing the audit. (MLF) along with names of board members and educate who collaborated in designing the audit. (MLF)

EA 019 773 Self-Evaluation Manual for School Bu

agement, ennsylvania Association of School Business Officials, Harrisburg. Pub Date-Jun 87

Pub Type— Guides - Non-Clasaroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage. Descriptors—Administrative Principles, \*Administrator Evaluation, Administrator Guides, Data trator Evaluation, Administrator Guides, Data Processing, Educational Finance, Efficiency, Ele-mentary Secondary Education, Evaluation Meth-ods, Financial Audits, Food Service, Money Management, "Occupational Information, Per-sonnel Management, "Professional Development, Purchasing, Records (Forms), School Accounting, "School Business Officials, School Funds, "Self Evaluation (Individuals), Stu-dent, Transportation.

dent Transportation Identifiers—Risk Management

Identifiers—Risk Management
To augment the Pennsylvania Association of
School Business Officials in the establishment of the
highest standards and practices in school business
administration, this manual provides an evaluation
instrument of school business functions. Each of the
18 self-evaluation chapters is structured to be used
independently and may be utilized in any sequence.
Each items, and for the marifier in any sequence. Each item is set forth as a positive statement with a positive response expected to indicate completion or compliance. In addition, the evaluator may india positive response capected to indicate a completion or compiliance. In addition, the evaluator may indicate a negative response or note that the statement is not applicable. Each statement also contains a citation to a reference source and a one-line comment space. Finally, each section of evaluation statements is preceded by a one-page summary of the topic. The chapter topics are as follows: (1) Budget and Financial Planning; (2) Accounting; (3) Auditing; (4) Debt Management; (5) Cash Management and Investments; (6) Purchasing and Supply Management; (7) Student Activity Funds; (8) Dispossing of Surplus Property; (9) Food Services; (10) Supervision of Support Personnel; (11) Transportation of Pupils; (12) School Plant Planning and Construction; (13) Operation and Maintenance of Plant; (14) Personnel Management Records; (15) Risk Management; (16) Board Policies and Administrative Procedures; (17) Data Processing; and (18) Retention of Records. (MLF)

ED 289 243 EA 019 777 Greene, Lynda Sue Bentley, Ernest Upward Mobility Determinants for

tary Principalship. Pub Date—Nov 87

Note—Sp.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Gatlinburg, TN, November 9,

Reports - Descriptive (141)

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage. Descriptors—\*Administrator Attitudes, \*Administrator Qualifications, \*Administrator Selection, \*Career Planning, Elementary Education, \*Occur-

rator Qualmeatons, "Administrator Selection,
"Career Planning, Elementary Education, "Occupational Mobility, "Principals, Superintendents
Identifiers—"Tennessee
Despite numerous studies on educators' upward Despite numerous studies on educators upward mobility and a plethora of administrator selection criteria, little research has been done on the process of moving from teaching positions to the principal-ship. Administrators are not always chosen fairly; sometimes they are preselected before the final interview-even when an elaborate selection process seems to have been followed. If preselection does occur frequently and success determinants are part of a hidden agenda, then applicants need to focus their efforts in these alternative arenas. This study their efforts in these alternative arenas. This study tries to identify the actual determinants of career mobility for individuals who eventually become elementary school principals. Superintendents and principals of 20 county systems and 14 city systems in Tennessee were interviewed and their responses orted into theme categories. Results showed that applicants were more likely to be selected if they (1) had worked within the school system and had an excellent record and peer respect; (2) had a charismatic personality, common sense, and a professional dress style; (3) knew the school system and its administrative procedures; (4) had a broad curriculum background; (5) would support the superintendent and handle parental complaints effectively; (6) took on added responsibilities without complaint or remuneration; (7) possessed excellent communior remuneration; (7) possessed excellent communi-cation skills; (8) had a variety of leadership experi-ences; and (9) appeared to fit into the system. (MLH)

ED 289 244

EA 019 779

Payne, Ruby K.
Curriculum Supervision: A Process for Improving Instruction.
Pub Date—Oct 87

Note-20p.; Paper presented at the Annual Meet-

ing of the Illinois Association of Teachers of English (80th, Schaumberg, IL, October 23-24,

- Opinion Papers (120) - Speeches/ Pub Type

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage. Descriptors—"Course Content, "Curriculum Design, "Curriculum Development, "Curriculum Evaluation, "Educational Improvement, "Education, Integrated Curriculum, Models, Scheduling, Time Blocks, Time Management
This paper advocates a more active role for ad-

tion, Integrated Curriculum, Models, Scheduling, Time Blocks, Time Management
This paper advocates a more active role for administrators in curriculum supervision, claiming that two of the most neglected areas in supervision are the content and the amount of time allocated to that content and its objectives. An essential task of curriculum supervision should therefore be to make sure that content and corresponding time allotanents are similar within grade levels and subject areas. A method is described for making curriculum supervision practical and accountable while building collegiality through a staff development process. Instead of a comprehensive "master curriculum, with five components: (1) a timeline for plotting only the content with its time allotment; (2) objectives tied to the timeline and representing what teachers test for in that unit; (3) assessment through a common test, with items linked to mastery of the objectives—not the content; (4) program and instructional improvement. This process for improvements. The main disadvantage of this method is loss of autonomy for teachers in determining course content and time allotment. But the advantages are that all staff (administrators, teachers, counselors), along with students and parents, know the content and objectives for a course; that teachers begin talking to each other and working together, resulting in instructional improvement can occur because a district can point directly to the area of breakdown. Included is an example of such a working curriculum. (TE) lum. (TE)

ED 289 245 EA 019 780

ED 289 245

Doll, William E., Jr.

Foundations for a Post-Modern Curriculum.

Pub Date—Apr 87

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Curriculum, \*Cybernetics, \*Educational Philosophy, Elementary Secondary Education, \*Poundations of Education, \*Holistic Approach, Humanization, \*Physics, Relativity, Systems Approach, Thermodynamics

Identifiers—Newton (Isaac), Postmodernism, \*Prigogine (Ilya)

This paper suggests that present-day curriculum,

"Prigogine (Itya)
This paper suggests that present-day curriculum, based on Newtonian thought, has been rendered obsolete by the holistic and interactive "post-modern" world view based on quantum physics, nonlinear mathematics, general systems theory, and Ilya Prigogine's nonequilibrium thermodynamics. The Newtonian world view, which is linear and reductionist, is the theoretical foundation of Madeline. tionist, is the theoretical foundation of Madeline Hunter's or Ralph Tyler's notions of an orderly curtionist, is the theoretical foundation of Madeline Hunter's or Ralph Tyler's notions of an orderly curriculum with ends preset, and of B. F. Skinner's conceptions of expressing learning in discrete, quantifiable, and linear units. These conceptions assume the whole to be no more than the sum of the parts and lead to a curriculum that is cumulative rather than transformative. This paper accordingly focuses on three facets of post-modern thought that have radical implications for curriculum: (1) the nature of open (as opposed to closed systems, (2) the structure of complexity (as opposed to simplicity); and (3) transformatory (as opposed to cumulative) change. Prigogine's notion of nonequilibrium or dissipative structures in the process of becoming is posited as a more accurate model for a curriculum than Newton's physical, inert, mechanical structures. These developing, open structures have their own properties, distinct from equilibrium structures, and are useful as models for curriculum research and thought. Specifically, it is a ragued that curricula should be structured as self-regulating "open systems" where internal, autocatalytic transformations are encouraged. To move from a curriculum based are encouraged. To move from a curriculum based on the simple and separate to one based on the

complex and cosmological requires us not only to adopt a "new dialogue with nature" but also to adopt a radically new relationship with students and a more integrative approach to subject matter. (TE)

EA 019 784

Fenwick, James J. Caught in the Middle. Educational Reform for Young Adolescents in California Public School. Report of the Superintendent's Middle Grade

California State Dept. of Education, Sacramento. Bureau of Adult Education. Bureau of Adult Education. Pub Date—87

Pub Date—87 Note—173p.—Publication Sales, Bureau of Publi-cations, California State Department of Educa-tion, P.O. Box 271, Sacramento, CA 95802-0271 (\$5.00).

Pub Type— Reports - Descriptive (141) — Guides - General (050) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Advising, Adolescents, Curriculum Development, 'Educational Assessment, Educational Environment, Elementary Secondary Education, Equal Education, High Schools, \*Middle Schools, Preadolescents, \*Public Schools, School Community Relationship, Staff Development, \*Statewide Planning, Student Characteristics, 'Student Needs Identifiers—"Californis, California State Department of Education
Twenty-two orinciples of middle grade education

Identifiers—"California, California State Department of Education
Twenty-two principles of middle grade education
are addressed in this report, which is intended for
those who have the authority to give meaning and
substance to the reform of middle grade education
in California's public schools. Each principle is developed through a discussion that concludes with
specific recommendations that have implications
for legislative initiatives, educational policies, administrative guidelines, and professional practices.
Part One, "Curriculum and Instruction: Achieving
Academic Excellence," provides recommendations
in the areas of core curriculum, knowledge, thinking
and communication, character development, learning to learn, and instructional practice. Part Two,
entitled "Student Potential: Realizing the 'Highest
and Best' Intellectual, Social, Emotional, and Physical Development," covers academic counseling,
equal access, student diversity and underrepresented minorities, at-risk students, and physical and
emotional development. Part Three, "Organization
and Structure: Creating New Learning Environments," addresses school culture, extracurricular
and intramural activities, student accountability,
transition, structure, scheduling, and assessment.
Part Four, "Teaching and Administration: Preparing for Exemplary Performance," focuses on professional preparation and staff development. Part Five,
entitled "Leadership and Partnership: Defining the
Catalysts for Middle Grade Educational Reform,"
focuses on sharing accountability for educational
reform among parents, communities, and school Catalysts for Middle Grade Educational Reform, focuses on sharing accountability for educational reform among parents, communities, and school boards, and concludes with a proposal for a partnership to create 100 state-of-the-art middle schools. Appended are (1) an outline of middle-grade student characteristics; (2) a tabular "accountability matrix" for the recommendations as a whole; and (3) a selected bibliography of books and articles on middle grade education. (TE)

ED 289 247 EA 019 785

Age, Janice Lowen
Challenge of Excellence. Annual Report, 1986.
California State Dept. of Education, Sacramento.
Report No.—ISBN-0-8011-0493-9 Pub Date-87

Pub Date—87

Available from—Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$3.00). Pub Type—Reports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.
Descriptors—\*Acco able from EDRS.

peacriptors—"Accountability, Adult Programs,
Annual Reports, Bilingual Education Programs,
Developmental Programs, Dropouts, Educational
Pacilities Improvement, "Educational Improvement, Elementary Secondary Education, "Program Descriptions, Program Design, Program
Effectiveness, "State Action, "State Programs,
State School District Relationship, "Statewide
Planning, Testing Programs, Vocational Educa-

tion
Identifiers—\*California
This annual report describes some of the major activities currently under way across California to implement educational reforms. The achievements described focus on raising standards in California schools, providing technical support to school districts, and charting progress at the local level through a statewide accountability program. The first section describes specific reforms in the following areas: curriculum, textbooks, accountability, the testing program, training of administrators, teachers, the middle grade task force, educational technology, safe schools, and health education. The second section focuses on specialized programs: the nology, safe schools, and health education. The second section focuses on specialized programs: the school improvement program, career-vocational preparation, special education, bilingual education, compensatory education, and adult/alternative edu-cation. The third section, "providing support." de-scribes state initiatives for child development, dropout programs, school facilities management, and school finance. (TE)

ED 289 248

Program Quality Review for Elementary Schools.
Process, Criteria, and Self-Study.
California State Dept. of Education, Sacramento.
Office of School Improvement.
Report No.—ISBN-0-8011-0688-5
Pub Date—87
Note—126p.
Available from—Publication Sales, California State
Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (34-50).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Veuriculum Evaluation, \*Educational Assessment, Educational Quality, Elementary Education, \*Elementary Schools, \*Evaluation Utilization, Instructional Effectiveness, Needs Assessment, Program Effectiveness, Needs Assessment, Program Effectiveness, Self Evaluation (Groups)
Identifiers—California, California State Department of Education
This document has been designed to assist members of a program review team through the process of reviewing a program. The program review process has been designed for judging the effects of the curriculum, instructional methods, and improvement strategies on the students; guiding the development of planned assistance; and providing a model for the school's own self-study process. Chapter I describes the methods and procedures of program review, the application of appropriate crieria for judging the schools' instructional program. Chapter 2 describes a set of criteria for curricular quality and lists precautions for reviewers about applying these criteria to the school program. Chapter 2 describes a set of criteria for curricular quality and lists precautions for reviewers about applying these criteria to the school program. Chapter 2 describes a set of criteria for curricular quality and lists precautions for reviewers about applying these criteria to the school program. Two appendices comprise nearly two-thirds of the document. Appendix A, "The Quality Criteria for Judging the Effect of the Program on the Elementary School Student," contains criteria for excellence in 12 areas: language arts, mathematics, science, history-social science, visual and performing arts, physical education, schoolwide effectiveness, special needs, learning environment, staff development, leadership, and program planning. Appendix B is the guide to be used by schools in conducting a self-study. (TE)

EA 019 790

ED 289 249

A View from the Inside: A Look at the National Reports. Report of the Select Seminar on Excellence in Education.

Capital Area School Development Association, Albany, NY; State Univ. of New York, Albany. School of Education. Pub Date—Sep 87

Note—34p; Photographs may not reproduce well. Available from—Publication Sales, The Capital Area School Development Association, Husted 211, University at Albany, SUNY, 135 Western Ave., Albany, NY 12222 (310.00). Pub Type— Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperation, "Educational Improvement, "Educational Innovation, "Educational Objectives, Educational Planning, "Educational

Policy, \*Educational Principles, Elementary Sec-ondary Education, Foundations of Education, Leadership, Learning Motivation, Models, Pro-fessional Autonomy, School Community Rela-tionship, Student Evaluation, Student tionship, Student Evaluation, Student Improvement, Teacher Administrator Relation-

Improvement, Teacher Administrator Relation-ship, Teacher Education, Teacher Qualifications, Teacher Responsibility, Teacher Role, \*Teaching (Occupation), Teamwork Identifiers—New York (Albany) Beginning in November 1986 and continuing through the end of March 1987, the Capital Area School Development Association (CASDA), con-sisting of 36 teachers and administrators from 23 achool districts in the Capital Area (Albany, New Vork) set is a series of its full-day sessions to delib. York) met in a series of six full-day sessions to delib-erate on issues being raised in the current national policy debate on educational reform. This report summarizes these discussions in four essays. The keynote essay, "A School for Learning," suggests that in order for schools to rededicate themselves to learning, schools must use what is known about learning; student evaluation practices should be designed to assist learning rather than simply to screen students; scheduling should be guided by learning requirements, and not vice versa; learning should be aimed toward creating contributing members of a amneu toward creating contributing members of a humane and caring society; and a shared vision in school and community is needed to transform achools into centers of learning. The second essay, "A New Model for School Leadership," calls for redefining the roles of teacher and administrator to recomplete resters, learning the collections. redefining the roles of teacher and administrator to promote greater teamwork and collegiality. A model is provided for a concentric team approach to school organization and leadership, focusing on the student. The third essay, "The Professionalizing of Teaching" calls for changes in the way contracts are negotiated and what is included in them and changes in the roles of teachers and administrators. It also calls for greater teacher participation in cur-ricular decisions, and for norms of continuous It also calls for greater teacher participation in curricular decisions, and for norms of continuous self-improvement among teachers. The final essay, "Preparing for the Future in the Teaching Profession," sets forth specific recommendations for improving teacher education programs. (TE)

EA 019 793

O'Brien, J. Stephen, Ed.

A Primer on Educational Governance in the Catholic Church.

National Catholic Educational Association, Washington, D.C.

Pub Date-87

Pub Date—87
Note—69p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Catholic Educators, \*Catholic Schools, Christianity, Church Programs, \*Church Responsibility, \*Church Role, Clergy, Educational Administration, \*Educational Policy, Elementary Secondary Education, Governance, Models, Parochial Schools, Priests, Private Education, \*Religious Education, School Organization, Theological Education

Models, Parocaida and Charles and Covernance, "discusses Catholic Church This book provides a series of conceptual guidelines and models, predicated on Catholic tradition and law, for all those responsible for educational governance in Catholic elementary and secondary schools and in the various forms of parish religious education programs. Chapter 1, "Education and Governance," discusses Catholic educational governance, "discusses Catholic educational governance, "discusses Catholic educational governance, "discusses Catholic educational gover ernance in the larger context of Christian values and the mission of the Church. Chapter 2, "Governance and Law, discusses the respective roles of canon and civil law in the organization and operation of Catholic education. Topics discussed include the distinction, in the Code of Canon Law, between catechetics and Catholic schooling; the legislative, catechers and executive power of the diocesan bishop; parish governance; schools and ecclesiasti-cal structure; civil law and church property; con-tracts and employee relations; and Catholic school boards. Chapter 3 sets forth the following basic prin-ciples for church sourcemence (1) short principes (2) boards. Chapter 3 sets forth the following basic prin-ciples for church governance: (1) shared mission, (2) participation, (3) discernment of shared vision, (4) collaboration, (5) pastoral planning, (6) justice, (7) formal and informal relationships, (8) subsidiarity, and (9) accountability. Chapter 4 provides models by which groups within the church can structure educational governance. These include three mod-els for single narish educational programs (a consuleducational governance. Inceed in the model eles for single parish educational programs (a consultative board, a consultative committee formally related to the Parish Pastoral Council, and a board with limited jurisdiction); two models for inter-parish educational programs (a consultative board or a

board with limited jurisdiction); and three models for private schools (a consultative board, a board with limited jurisdication, or an independent corporate board). Chapter 5, the conclusion, discusses the distinctions between power and authority in church governance. Appended are sample board constitutions and a glossary of terms. (TE)

EA 019 794

ED 289 251
Bluhm, Harry P.
Administrative Uses of Computers in the Schools.
Report No.—ISBN-0-13-008467-0
Pub Date—87
Note—310p.
Available from—Publcation Sales, Prentice-Hall, Inc., 200 Old Tappan Road, Old Tappan, NJ 07675 (\$28.00, plus postage and handling).
Pub Type—Books (010) — Guides - Non-Class-room (055)
Document Not Available from EDRS.

Document Not Available from EDRS.

Descriptors—Administrator Guides, \*Administrator Responsibility, Administrator Role, Computer tor Responsibility, Administrator Role, Computer Assisted Instruction, Computer Assisted Testing, Computer Managed Instruction, Computer Oriented Programs, \*Computers, Computer Software, \*Computer Uses in Education, \*Educational Administration, Educational Technology, Elementary Secondary Education, Evaluation Criteris, Information Technology, ManaMachine Systems, \*Microcomputers, Program Machine Systems, \*Microcomputers, Property Development, Programing, Programing

guages This book, intended for school administrators, provides a comprehensive account of how computer information systems can enable administrators at both middle and top management levels to manage the educational enterprise. It can be used as a textbook in an educational administration course emphasizing computer technology in education, an introduction to the nature and scope of administra-tive computing, and a resource book for school officials. Part One introduces the reader to the purpose and benefits of a computer information system, computer competencies for administrators, and the stages and types of growth a computer system un-dergoes before it attains maturity. Part Two discusses how the computer can be a management tool causes now the computer can be a management tool for instructional applications such as computer-managed instruction and computer-assisted testing, and for instructional support applications in the administrative office such as business operations, grade reporting, attendance accounting, scheduling, and standardized test scoring. Part Three addresses officers in the such addresses of the such addresses to the scoring as the officer confronting school officers. software issues and choices confronting school offi-cials regarding instructional and instructional sup-port computer applications. Major issues discussed include software evaluation and selection, user include software evaluation and selection, user training, costs, piracy, and the security of data files. The merits of general purpose, task-specific, and integrated software applications are examined. Part Pour outlines the role of district or school computer policy in managing the computer resource. Policy analysis is applied to such issues as computer acquisition, maintenance, location, and networking. Appended are a glossary of computer terminology, references, support resources, and an index. (TE)

EA 019 795 ED 289 252

Maidment, Robert Conflict! A Conversation about Managing Differ-National Association of Secondary School Princi-

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-202-8

Pub Date—87

Note—57p.

Available from—Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091-1598 (\$3.50;

quantity discounts),
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.
Descriptors—Administrator Attitudes, Administrator Guides, \*Administrator Responsibility, \*Conflict Resolution, Elementary Secondary Education, \*Interpersonal Communication, Leadership Styles, Organizational Communication,

ersanp Styles, Organizational Communication,
\*Principals

This guidebook uses a question and answer format
to recommend ways by which principals can manage 48 "conflict points" that often occur in a school
setting. A preface describes conflicts as being natureal and negrostics in the accordance school contents. ral and pervasive in the secondary school contex Although the principal is regarded as the respons ble agent to reduce dissonance, the challenge for

principals becomes one of managing differences ef-fectively. Principals should begin by viewing every conflict as an opportunity to improve a relationship or to enhance a service, for conflict is a precursor of productive change. (CJH)

EA 019 796

Miller, Harold

An Administrator's Manual for the Use of Microcomputers in the Schools.

Report No.—ISBN-0-13-008558-8-01

Pub Date—88

Pub Date—88
Note—169p.
Available from—Publication Sales, Prentice-Hall,
Inc., 200 Old Tappan Road, Old Tappan, NJ
07675 (\$30.67, plus postage and handling).
Pub Type—Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Decurptors—\*Administrator Responsibility, Administrator Role, Computer Assisted Instruction,
Computer Assisted Testing. Computer Managed

ministrator Role, Computer Assisted Instruction, Computer Assisted Testing, Computer Managed Instruction, Computer Oriented Programs, Computers, Computer Software, \*Computer Uses in Education, Education, Education, Education, Education, Education, Education, Evaluation Criteria, Information Technology, Man Machine Systems, \*Microcomputers, Program Development, Programing, Programing Languages

graming Languages
This book provides school administrators with the easic information they need to understand the potential of the microcomputer as an educational tool in today's schools. It covers the general operating principles for microcomputers, describes the hardware, discusses the principles of programming and the programs available, and introduces computer workships with the programs and the programs and the programs are the programs and the programs are the programs and the programs are the program and the programs are the program and the program are the program are the program and the program are the program are the program and the program are the progr vocabulary. After an introductory overview, two chapters are devoted to the role of school administrators and the uses they can make of microcomput-ers in the school offices. Chapter 4 addresses academic and societal uses of microcomputers, while chapter 5 addresses the evaluation of educational software, on the premise that administrators must be involved in the development of instruc-tional programs involving microcomputers. Chap-ters 6 and 7 explain the basic operating principles of microcomputers in simple, concise terms. Included are a brief explanation of computer language and binary mathematics, a discussion of various input and output devices, and criteria for evaluating and selecting hardware. Four specific machines are compared to illustrate application of these selection criteria. The last section includes reports on representative uses of microcomputers already found in schools across the country. Also included are summaries of the various forms of computer educational manies of the various forms of computer educational literature, some representative conference activities, and assistance available from academic and business institutions. Appended are the following:

(1) a list of additional resources for computer users;
(2) a discussion of important points for administrators when installing their programs; (3) specific instructions for using prepared programs and an introduction to BASIC; and (4) a short sample of a simple program. (TE) simple program. (TE)

ED 289 254 EA 019 799 Greene, Brenda Z. What Works for School Dropouts? National School Boards Association, Alexandria, VA. Educational Policies Service. Pub Date-Dec 87

Note—5p.

Journal Cit—Updating School Board Policies; v18
n11 p1-3 Dec 1987

Journal Cit—Updating School Board Policies; v18 n11 p1-3 Dec 1987
Pub Type— Journal Articles (080)
EDRS Price - MP01/PCD1 Plus Postage.
Descriptors—Board of Education Role, \*Dropout Programs. Dropouts Early Parenthood, \*Program Effectiveness, Public Schools, Secondary Education, \*Student Needs To give Congress the information it needs to make informed decisions about initiatives aimed at school dropouts, the U.S. General Accounting Office (GAO) has published a two-phase report: Phase 1, "School Dropouts: The Extent and Name of the Problem" (see ED 274 756), completed in 1986, provides information on the dropout rate, characteristics of dropouts and potential dropouts, and the employment implications of dropping out of school; and Phase 2, "School Dropouts: Survey of Local Programs" (see ED 288 929), published in 1987, provides the results of a survey of local school officials about their dropout programs and identifies what local program administrators view as the ob-

stacles to, and characteristics of, effective programs. This report includes descriptions of some of the 20 programs described in Phase 2 of the GAO report and, though it concluded that no single model for serving potential dropouts could be found, common elements of what appear to be effective programs are identified as follows: (1) multiple services offered to serve multiple needs; (2) some type of basic education, counseling, and other support services; (3) general educational development (GED) preparation for youth who have already dropped out of school; and (4) a caring and committed staff, secure learning environment, personalized instruction, low student-teacher ratio, and program flexibility. An agenda for school boards to consider is proposed along with a list of policies that should be reviewed in addressing the dropout problem. (MLF)

Miklos, Erwin Miklos, Erwin Reforming the Educational Administration Curric-

Pub Date-Nov 87

Pub Date—Nov 87

Note—26p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Curriculum Development, \*Curriculum Evaluation, Educational Change, Education Courses, Foreign Countries, \*Graduate Study, Higher Education Identifiers-Conceptual Approach, Conceptual In-

tegration

tegration
This paper discusses the conceptual reform of university-based graduate level administrator preparation programs. The functionalist, interpretative, and critical approaches to social science have important implications for the study of motivation, decision-making, communication and leadership. Interpretation and critical proceedings and critical proceedings. pretative and critical approaches must be woven into the fabric of the present functionalist approach which undergirds course content in the study of educational administration. These approaches will create appropriately new paradigms and models for the analysis of selected administrative processes.

ED 289 256 EA 019 804 Duttweiler, Patricia Cloud Hord, Shirley M. Dimensions of Effective Leadership. Southwest Educational Development Lab., Austin,

Spons Agency-Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87 Contract—400-86-0008

Pub Date—87
Contract—400-86-0008
Note—139p.
Available from—Publication Sales, SEDL Office of Institutional Communications, 211 E. 7th Street, Austin, TX 78701 (\$10.00).
Pub Type—Information Analyses (070) — Reports—Research (143)
EDRS Price—MF91/PC06 Plus Postage.
Descriptors—"Administrator Qualifications, Administrator Role, Educational Quality, Elementary Secondary Education, "Institutional Characteristics, "Leadership Qualities, "Organizational Theories, Research Utilization, "School Effectiveness
This volume provides a comprehensive synthesis of competencies that research has associated with the administration of effective schools. Following an introduction, section 1, "Re-thinking the Organizational Structure of Schools," presents current thinking on the organizational structure in which school administrators function. Alternative models are offered so that schools can redesign their environments developed. school administrators function. Alternative models are offered so that schools can redesign their environment to develop greater excellence. "Research on the Competencies of Effective Administrators," section 2, discusses the skills and competencies of effective administrators identified in some of the major research studies. Section 3, "Competencies of Effective Administrators," groups the competencies discussed in section 2, plus others found in the literature, under the eight categories defined in the U.S. Department of Education's Leadership in Educational Administration Program (LEAD). A ninth area, involving parents and the community in school improvement, is added to the discussion. "Providing Leadership for Change," section 4, recommends ways that individuals can incorporate the leadership functions into administering their school or school district to facilitate improvement. The final section RIE MAY 1988 of conclusions emphasizes that the bureaucratic structure of most schools is not conducive to educastructure of most schools is not conductive to educa-tional excellence. Policymakers should include "leadership for change" as a competency needed to redesign school organizational structure. The report provides 11 pages of references and 4 appendices of identified administrative skills and competencies. (CJH)

ED 289 257

EA 019 810

Puzey, Janet
Facing a Hostile, Organized Opposition.
Pub Date—86

Pub Date—50
Note—5p.; Paper presented at the Annual Joint
Meeting of the Illinois Association of School
Boards, Illinois Association of School Administrators, and Illinois Association of School Business Officials (Chicago, IL, November 21-24,

1986).

Pub Type— Reports - Descriptive (141) — Speeches/ Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Boards of Education, Bond Issues, \*Community Support, Conflict Resolution, Elementary Secondary Education, Meetings, News Media, \*Organizational Effectiveness, Planning, Problem Solving, Publicity, \*Public Relations, \*School Community Relationship A school board member describes how the use of four elements helped the board win public support for a referendum that was strongly opposed by an organized, respected committee: (1) Use of the media; rather than inviting press coverage of argu-

organized, respected committee: (1) Use of the me-dia; rather than inviting press coverage of argu-ments by holding large public meetings, the board held numerous small, informative meetings. In this manner, a "school board versus the public" atmo-sphere was avoided. (2) Timing: mailers requesting public support were sent immediately before the election so that the opposition's arguments could be countered in the sense of having the last word. (3) Lack of reaction: the board and the pro-referendum committee maintained their determination not to be reactionary, since answering all questions and critireactionary, since answering all questions and criti-cisms causes a loss of credibility and creates a defencisms causes a loss of credibility and creates a defen-sive posture. (4) Board unity: the board remained cohesive in its decisions throughout the campaign, and this unity prevented the opposition from gain-ing an inside view or publicly manipulating a lack of full member support among board members. In ad-dition to the successful use of these four elements, the board followed up on its stated intentions. This approach dampened hostilities and reduced con-flict. (CJH)

ED 289 258 EA 019 823 Public School Student Membership and Staff, 1946-87. Final Tabulations. ED TABS: Educa-tion Data Tabulations. Center for Education Statistics (OERI/ED), Wash-

ington, DC.

Report No.-OERI-CS-88-031

Pub Date-Nov 87

-9p.; For the preliminary report, see ED 285 285.

285.

Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Trends, Elementary Secondary Education, Earrollment, Guidance Personnel, National Surveys, Nongraded Instructional Grouping, Preschool Education, Resource Staff, "School Personnel, "School Statitics, Teacher Aides, "Teacher Distribution, "Teacher Student Ratio
This statistical report presents three tables of final data on national public school student membership, instructional staff, and support staff for the 1986-87 instructional staff, and support staff for the 1986-87

atta on national public school student membership, instructional staff, and support staff for the 1986-87 school year. The fall 1986 counts of students, teachers, and student/teacher ratios are set forth for each of the 50 states and the District of Columbia reportof the 50 states and the District of Columbia reporting as of August 15, 1987. Total counts for the nation as a whole are presented, except for the following categories, where states are missing data: Prekindergarten and "ungraded" students; and prekindergarten teachers, kindergarten teachers, teachers of ungraded students, and instructional aides. Student enrollment is broken down from prekindergarten through grade 12 and for ungraded students. Numbers and percentages are tabulated for instructional staff (teachers and instructional aides) and for support staff (guidance counselors/directors and support staff (guidance counselors/directors and "other"). The report derives the following statistical observations: (1) The student/teacher ratio ranges from a low of 13.7 for Connecticut to a high of 23.4 for Utah; (2) total public school enrollment is approximately 39.8 million students; and (3) nationally, teachers account for a little over half, 53.4

percent, of the total staff of public schools. These more complete statistics may be compared with those included in the preliminary report from 42 states as of May 15, 1987. (CJH)

ED 289 259

EA 019 824

Public School Teacher Perspectives on School

Discipline. OERI Bulletin.

Center for Education Statistics (OERI/ED), Wash-

ington, DC.

Report No.—CS-87-387 Pub Date—Oct 87

Pub Date—Oct 87
Note—26p.
Pub Type— Numerical/Quantitative Data (110) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attendance, Comparative Analysis,
"Discipline Policy," Discipline Problems, Elementary Secondary Education, Government Publications, National Surveys, Public Schools,
"School Statistics, "Student Behavior, Tables
(Data), "Teacher Attitudes, Teacher Student Relationship."

lationship
Forty-four percent of teachers in public schools
reported that there was more disruptive classroom
behavior in their schools in 1986-87 than 5 years
before. Almost one-third (29 percent) indicated that
they had seriously considered leaving teaching because of student misbehavior; and on the average,
teachers estimated that about 7 percent of the students they taught had habitual behavior problems.
These are some of the findings of a recent survey. deats they taught had habitual behavior problems. These are some of the findings of a recent survey designed to obtain the views of a nationally representative sample of public elementary and secondary school teachers on discipline problems in achools and to replicate certain questions asked on previous surveys of teachers and administrators. Data reported in this survey were collected by means of a mail survey with telephone followup from a stratified national sample of 1,547 teachers. An overall response rate of 94 percent was attained. This bulletin presents a summary of major survey results. It also includes comparisons with a Fast Response Survey System (FRSS) survey of principals conducted in 1985, and with National Education Association (NEA) Teacher Opinion Polls conducted between 1980 and 1982. Four figures and nine tables accompany the text. Two tables of standard errors for key statistics are appended along with the survey form. (MLF) with the survey form. (MLF)

Regular Public Elementary and Secondary Schools, 1986-87: Institutional Characteristics, Students, and Teachers. A Preliminary Report. ED TABS: Education Data Tabulations.

Center for Education Statistics (OERI/ED), Wash-

ington, DC. Report No.—CS-87-384ET Pub Date—Nov 87

Pub Type— Numerical/Quantitative Data (110)
Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Elementary Secondary Education

Descriptors—Elementary Secondary Education,
"Enrollment, Government Publications, "Institutional Characteristics, "Instructional Program Divisions, National Surveys, "Public Schools,
School Organization, "School Statistics, State Departments of Education, Tables (Data), "Teacher
Student Ratio

Student Ratio
This preliminary report provides an early preview
of data from the Public School Universe portion of
the Center for Education Statistics' annual survey,
he "Common Core of Data." The report includes
data for the 1986-87 school year on public schools,
teachers, and students, by state, grade, instructional
level, and type of school. Forty states and the Disrict of Columbia submitted usable data in time to be
included in this report. The data were provided by
state education agencies from their administrative
records. Six tables and the survey instrument are
included. (Author/MLF)

ED 289 261

EA 019 836

Lanser, Kris
The Managerial Motivation Models Appear To Be
in the Family Way.

Pub Date-Nov 86 Note—10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21,

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education,
\*Employee Assistance Programs, \*Employer Astitudes, Employer Employee Relationship, \*Employer Supported Day Care, Employment
Projections, Individual Needs, Motivation, Organizational Theories, \*Quality of Working Life,
Research Needs, \*Staff Development, Surveys

lentifiers—"Theory Development Managerial motivation models have evolved be yond the human resource tradition of the 1970s to a form of corporate involvement with the personal needs of employees, many of whose family lifestyles have changed dramatically. To analyze the new role for companies and the corporate concern for employees' well-being, this research study surveyed representatives of firms to determine their company's current emphasis on employees. nd the human resource tradition of the 1960s and stay surveyed representatives or firms to deter-mine their company's current emphasis on em-ployee development and their position on employer-supported child care. Information re-quests were sent to 314 firms representing the bank-ing, computer, food, and textile industries. Results indicated that two-thirds of the 62 companies re-tending assists complicates with child care concessions. indicated that two-thirds of the 62 companies re-sponding assist employees with child care concerns and that 80 percent of these companies go beyond traditional company benefits and tuition reimburse-ment programs. Provisions for personal develop-ment include employee assistance programs, consciousness raising workshops, and career coun-seling for family members. Companies are respond-ing to the idea that the personal development of America's work force will ultimately lead to a more productive labor force. Additionally, companies are exhibiting a genuine concern for the employee's productive isoor rorce. Admitionally, companies are exhibiting a genuine concern for the employee's well-being. If future research proves that existing models inadequately describe a management's approach to employee motivation, a new model may be one with a sociobiological flavor. The mutually reciprocal relationship between management and reciprocal relationship between management and employee resembles a kinship relationship that ent has evolved into a higher level of sur-

EA 019 837 ED 289 262

ED 289 262
Toppins. Anne Davis
Strengths and Styles of School Leaders: Is Who
They Are How They Lead?
Pub Date—Nov 86
Note—13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Pestage.
Descriptors—\*Administrator Characteristics, Correlation, Elementary Secondary Education,
\*\*Leadership Styles, \*\*Personality Traits, Research Needs, \*\*Sermantic Differential, \*\*Social Cognition, Teacher Attitudes, Values

Needs, "Semantic Differential, "Social Cognition, Teacher Attitudes, Values Identifiers—"Bipolar Trait Ratings Scales, "Leadership Effectiveness Adaptability Description This study investigated the relationship between leadership style and the personality (patterns of core strengths) of school administrators as perceived by themselves and by their subordinates and colleagues. Sixty-seven principals and central office staff and 285 of their teachers and peers from 2 school systems participated in the study. Bipolar theory (J. W. Thomas 1978) posits that, given three pairs of core strengths, individuals express preference for one pole of each pair. The Leadership Effectiveness and Adaptability Description (LEAD) instruments (P. Hersey and K. Blanchard 1977) assessed the leadership styles of the principals and instruments (P. Hersey and K. Blanchard 1977) assessed the leadership styles of the principals and
central office administrators. The principals recorded their self-perceptions by using the Bipolar
Inventory and the LEAD-Self questionnaire. To obtain teachers' perceptions, principals randomly
chose five teachers to complete the LEAD-Other
questionnaire and the Bipolar Inventory B. Central
office administrators followed a similar procedure.
No significant relationships were found when data
were statistically analyzed using the chicause No significant relationships were found when data were statistically analyzed using the chi-square technique. A strong preference (82 percent) for the high task/high relationship leadership style was demonstrated. Leaders were ascribed the socially valued traits of risking, practical thinking, and independent risking more than auch leas socially valued traits as theoretical thinking-unsurprising preferences among occupants of leadership positions. The findings suggest a lack of evidence that leadership is related to personality. Recommendations include a replication of this study with a larger sample and the use of other leadership assessments and personality inventories. Two reference pages are appended. (CJH) ED 289 263 EA 019 842 Wood, R. Craig Dawson, Brian K. n of Controlled School Corpora-An Exam

ub Date--Oct 86

Pub Date—Oct 86

Note—12p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Average Daily Membership, Comparative Analysis, \*Educational Assessment, \*Educational Finance, Elementary Secondary Education, Expenditure per Student, \*Fiscal Capacity, \*Institutional Survival, Mosey Management, \*School District Autonomy, School District Spending, Teacher Salaries, Teacher Student Ratio dent Ratio

Identifiers-Indiana

This comparative study examines the functioning of Indiana school districts that are placed under control of the state school property tax review board for the purpose of emergency relief. The study sought to determine the fiscal status on selected criteria of seven such "controlled school corporacriteria of seven such "controlled school corporations" (CSCs) for the 1985 budget year by comparing the CSCs with seven fiscally-matching
non-controlled school corporations (non-CSCs).
Unlike non-CSCs, which have balanced budgets,
school corporations with controlled status may shift
moneys from other funds into the general fund. The
CSCs and the non-CSCs were matched on the basis
of average daily membership and seaseed valuation of average daily membership and assessed valuation per student. Data regarding students, teachers, and assessed valuation were compared. The findings inassessed valuation were compared. The innuings in-dicate that, for school corporations with an average daily memberahip of less than 5,000, CSCs compare favorably with the matched group in ability to sus-tain educational offerings. Among CSCs, teacher employment increased and student enrollment de-creased. Compared with the non-CSCs, the CSC average student-teacher ratio was lower and teachers received larger salary increases. Taxpayers fared better in the CSCs in terms of assessed valuation per student and a lower total school tax rate. Controlled status has permitted several school corporations to maintain, if not increase, educational standards as measured by fiscal expenditures. Four tables of comparative data are provided (CJH)

## EC

ED 289 264 EC 200 784 ED 289 264

Reds Assessment of the Special Education Program, 1986, and Evaluation of the Instructional Assistance and Assessment Component Project, 1985 and 1986. Summary Report.

Hawaii Univ., Honolulu. Curriculum Research and

Development Group.

Spons Agency—Hawaii State Dept. of Education,
Honolulu. Pub Date-[86] Note-6p.; For a related document, see EC 200

Pub Type— Reports - Evaluative (142) EDRS Price - MF01/PC01 Plus Postage. Descriptors—\*Administrator Attitudes, Classroom Research, Elementary Secondary Education, In-

Research, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, "Learning Disabilities, Mainstreaming, "Special Education, Special Education Teachers, Teacher Aides, "Teacher Ather Ather Secondary, Teacher Responsibility, "Teacher Student Relationship

A 2-year evaluation of the Honolulu (Hawaii) District Instructional Assistance and Assessment District Instructional Assistance and Assessment Component involved placement of part-time teachers in selected specific learning disabilities classrooms to work with special education teachers. Twelve elementary school classes were involved during the first year (six project and six comparison classes); it expanded to 21 elementary and secondary classes during the second year (10 project and 11 comparison classes). A needs assessment of the Special Education Program was conducted along with the evaluation. For both, questionnaires were distributed, classroom observations were conducted, and parents and students were interviewed. Achievement tests were administered for the evaluation. Achievement tests were administered for the evalu-ation component. The findings of both the needs ation component. The findings of both the needs assessment and evaluation are summarized and the following recommendations are made: (1) provide opportunities to discuss and resolve conflicts of opinion among school personnel regarding mainstreaming; (2) provide inservicing on mainstreaming and teaching strategies to administrators and

special and regular education teachers; (3) reevaluate the appropriateness of instructional (particularly seatwork) materials for each child; (4) reassess the uemanus of individualizing instruction to the extent it requires extensive recordkeeping of skills mas-tered, continuous selection and assignment of learn-ing tasks, and meticulous monitoring of students' progress at the expense of pupil-teacher interaction. (VW) demands of individualizing instruction to the extent

ED 289 265 EC 200 785

Shimabukuro, Sandra Lai, Morris
Evaluation of the Honolulu District Instructional
Assistance Component for School Year 1984-85. Final Report. Hawaii Univ., Honolulu. Curriculum Research and

Development Group. Spons Agency—Hawaii State Dept. of Education,

Pub Date-Oct 85

Pub Date—Oct 85
Note—94p.; For a related document, see EC 200
784. Some pages contain light, broken type.
Pub Type— Reports - Evaluative (142) —
Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, \*Classroom Environment, Classroom Research, Elementary Education, Group Dynamics, Individual Instruc-tion, Individualized Instruction, Inservice Teacher Education, Instructional Materials, \*Learning Disabilities, Mainstreaming, \*Special Education, Special Education Teachers, Teacher Aides, Teacher Attitudes, Teacher Responsibility, Teacher Student Relationship
An evaluation of the Honolulu (Hawaii) District

Instructional Assistance and Assessment Compo-nent involved the assignment of part-time teachers to six specific learning disabilities classrooms in elementary schools to work with the special education teacher in instructional and mainstreaming activities. Five other classrooms were used as compari-sons. Classroom observations found that one-to-one instruction occurred more frequently in project schools. Parents saw one-to-one instruction as desirable and credited such close attention as the reason able and credited such close attention as the reason their child enjoyed and/or preferred the special class. Mainstreaming could prove difficult if chil-dren expect individual attention in regular class-rooms. Some parents were concerned about the movement of their child between classes and missing work in the regular classroom. Group interac-tion between teacher and students or among students themselves was infrequently observed, limiting the richness of shared experiences. Seatwork was a common activity, perhaps a consequence of the individualized education program. Metropolitan Achievement Tests (MAT) were administered to both project and comparison school students. Students in comparison schools scored higher on both the pretest and posttest in all batteries (Reading, Mathematics, Language, and Basic Total) than students Mathematics, Language, and Basic Total) than stu-dents in project schools, but project school students showed greater gains between tests. Recommenda-tions are given for implementation during the ex-panded second year of the project. (Author/VW)

ED 289 266 Pedrini, D. T. Pedrini, Bonnie C. Exceptionality. EC 200 787

Pub Date-8 Note-32p.

Pub Type- Reference Materials - Bibliographies (131)

(131) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Behavior Change, Clinical Diagnosis, Computer Assisted Instruction, Computer Man-aged Instruction, \*Disabilities, Educational Administration, Educational Diagnosis, Educational Research, Educational Resources, Elementary Secondary Education, Exceptional Persons, "Gifted, Glossaries, Information Sources, Legisla-

"Gifted, Glossaries, Information Sources, Legisla-tion, Prevention, Resource Materials, "Schools of Education, Serials, Special Education, Statistical Data, Teacher Education, "Teaching Methods The bibliography contains 352 citations (primar-ily 1969-1987) dealing with exceptionality in chil-dren with a focus on special education. An introduction argues that education should focus on the needs of exceptional students, both subaverage needs of exceptional students, both subaverage and supra-average, asserting that techniques that work for these exceptional students also work for average students, while techniques directed primar-ily at average students are rarely adequate for the exceptional. Therefore curriculum courses in col-leges of education could be more effective and widely applicable if techniques for teaching exceptional students were emphasized. The entries in the bibliography are arranged under the following headings: behavioral change; census; computers, software; cumulative information; curricula, methods, materials; diagnostics, research; glossaries; laws, administration; periodicals; prevention; general information. Included are books, periodicals, directories, government reports and other publications, resource and curriculum guides, glossaries, bibliographies, periodical indexes, information sources and clearinghouses, diagnostic manuals, and legislation. Entries are arranged alphabetically within each category by author, publication title, or source and include publication data, page numbers, and/or addresses as appropriate. Annotations are included for categories on computers, software; cumulative information, glossaries; periodicals; and general information. A few annotations also appear under the methods category. (VW) methods category. (VW)

ED 289 267 EC 201 207

Cross. Terry L.

Gathering and Sharing: An Exploratory Study of Service Delivery to Emotionally Handicapped Indian Children.

Parry Center for Children, Portland, OR. Northwest Indian Child Welfare Inst.; Portland State Univ., OR. Research and Training Center to Improve Services to Emotionally Handicapped Children and Their Families.

Snona Agency—National Inst. of Handicapped Resona Agency—National Inst. of Handicapped Resona Agency—National Inst.

Spons Agency—National Inst. of Handicapped Re-search (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, Md.

Pub Date—Aug 86 Grant—G008435137

Note—24p.

Available from—Portland State University, Research and Training Center, Regional Research Institute, P.O. Box 751, Portland, OR 97207

Institute, P.O. Box 751, Portland, OR 97207 (\$2.00).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, "American Indians, Children, "Community Services, Cultural Awareness, "Cultural Isolation, "Delivery Systems, "Demonstration Programs, Developmental Disabilities, "Emotional Disturbances, Incidence, Minority Groups, Needs Assessment, Resources, Social Attitudes Identifiers—Idaho, Oregon, Washington the report summarizes findings from a 1985 study that investigated service delivery problems and successes with emotionally handicapped Indian children in the Northwest. The study attempted to (1) estimate the approximate number of Indian children in Oregon, Washington, and Idaho who are seriously emotionally handicapped, developmentally disabled, or both; (2) identify current services to these children; (3) identify service delivery barriers to this population; and (4) identify exemplary programs and innovations for successfully addressing these problems. Existing relevant literature was reviewed and key informants were identified and contacted by telephone. The study found that some 11-to-20% of all Indian children appear to have some degree of emotional impairment but that only those whose conditions absolutely demand intervention receive treatment, largely because no single system has assumed primary responsibility for this those whose conditions absolutely demand intervention receive treatment, largely because no single system has assumed primary responsibility for this population. Barriers related to the system (diffuse responsibility, lack of funding, isolation), to the community (needs for increased awareness, improved attitudes, and training), and to practice (need for culturally based diagnosis, lack of knowledge of etiology) were identified. Exemplary programs using a variety of approaches are cited, including group homes, prevention programs, and alcoholic treatment programs. The report concludes with recommendations and a selected bibliography. (VW)

ED 289 268 EC 201 208

EM 269 200 Siegel, B. And Others Multidisciplinary Developmental Evaluation Im-proves Early Diagnosis of Infantile Autism.

proves Early Diagnosis of Infantile Autism.
Pub Date—Apr 87
Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD., April 23-26, 1987).
Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Autism, \*Clinical Diagnosis, Evaluation, Handicap Identification, \*Individual Development, \*Interdisciplinary Approach, Language Acquisition, \*Pediatrics, \*Psychopa-

RIE MAY 1988

thology, Social Development, Young Children A life-course perspective of the diagnostic histories of 75 autistic individuals (ages 4-25) was obtained through the use of parent surveys and a review of their charts. The study was made to understand better how children who presented with uneven or unusual behavioral development are identified as developmentally multihandicapped. Areas examined included when parents became concerned about developmental delay, what concerns they expressed, to whom they expressed them, when evaluations were made, what kinds of evaluations were carried out, and which diagnostic models were most effective. The results showed that evaluations were carried out, and which diagnostic models were most effective. The results showed that parents most often first expressed concern to pediatricians, noting both language and social delays. On average, parents first reported concerns around 1-1/2 years of age, began diagnostic evaluations around 2-1/2 years of age, and received diagnoses of autism around 4-1/2 years of age. These findings are discussed in terms of the potential value of early identification and placement into infant and pre-school intervention programs. The role of the child's primary care physician in early identification and primary care physician in early identification and coordination of diagnostic evaluation is discussed. coordination (Author/VW)

ED 289 269 EC 201 209 Parent Resource Directory for Parents and Profes-sionals Caring for Children with Chronic Illness or Disabilities. Ist Edition. Association for the Care of Children's Health,

Washington, DC.

waanington, DC.
Syana Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Pub Date—Feb 87
Grant—MCJ-113793-01-0

Orani - State - State

alogs (132) EDRS Price MF01/PC04 Plus Postage. Descriptors—\*Community Resources, \*Disabili-ties, \*Diseases, \*Family Programs, \*Parent Mate-rials, Parent Participation, \*Social Support

Groups

The purpose of this directory is to facilitate net-working and collaboration among those caring for or providing support services to children with chronic illness or disabling conditions. It is hoped that this directory will enable parents to identify other parents who share their interests and conother parents who share their interests and con-cerns, as well as assist professionals in locating par-ents whose skills and expertise can assist them in improving community support for children with special needs and their families. The directory, which includes a section for Canada, is organized by which includes a section for Canada, is organized by state and province under which parents are listed alphabetically. Information provided for each parent includes name, address, telephone numbers, child's or children's disability, group affiliation, health care facility where child receives majority of care, the parent's skills and interests, the parent's experiences in promoting a family-centered approach to health care, the parent's profession, and the year(s) during which the parent has participated in the association's Parent Network meetings. Indexes are provided for parents' names and for disabilities. (VW)

EC 201 226

Luckner, John L.
Outdoor-Adventure Education as an Ancillary
Component in Rehabilitation Programs for the
Hearing Impaired: A Pilot Study.
Pub Date—[86]

Pub Date—[86]
Note—[5p.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, "Adventure Education, Deafness, "Hearing Impairments, Outdoor Activities, "Outdoor Education, Togram Effectiveness, Risk, "Self Esteem, Young Adults
This study investigated the effectiveness of using an outdoor-adventure, education program as

This study investigated the effectiveness of using an outdoor-adventure education program as a method of intervention for enhancing the self-concept of a group of hearing impaired individuals receiving services from the Department of Vocational Rehabilitation. Nine adults (6 male, 3 female) with hearing impairments participated in a 4-day wilderness experience that included cross-country skiing, anow shelter construction, winter camping, a high ropes course, group initiative tasks, environmental awareness instruction, and a period of individual isolation. Pre- and post-test scores of the Culture-Free Self-Esteem Inventory for Adults were analyzed. Post-test scores were significantly higher than the pre-test scores. Conclusions about the impact of the experience are guarded due to the small number of subjects and the lack of a control group, but the benefits of an outdoor adventure program as an ancillary component to existing rehabilitation programs are noted. (CL)

ED 289 271 EC 201 227 Hooshyar, Nahid T.
Communicative Interaction between Nonhandicapped and Down Syndrome Children and Their Mothers.

Mothers.

Pub Date—Apr 87

Note—18p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Downs Syndrome, \*Infants, \*Language Patterns, \*Mothers, \*Parent Child Relationship, \*Speech Habits

The study sought to isolate and identify patterns ccurring in language interactions between mothers and their nonhandicapped and Down Syndrome children. Data were collected as part of a 3-year study of language interaction. Twenty nonhandicapped (NH) and 20 Down Syndrome (DS) children and their mothers were evaluated via a icapped (NH) and 20 Down Syndrome (DS) children and their mothers were evaluated via a demographic inventory, informal interview, and videotaped analysis of free play and mealtime language samples. Coding was accomplished via the Mother-Child Language Usage system. Results confirmed earlier studies suggesting the child's linguistic ability is the primary determinant of maternal speech. Mothers' speech directed to DS children was not significantly different in nature than mothers' speech directed to NH children, when the children were matched according to their linguistic determinant of their linguistic control of the children were matched according to their linguistic dren were matched according to their linguistic ability. Findings also pointed out that settings played an important role in the type of utterances mothers directed toward their children. (CL)

ED 289 272 EC 201 228 Reetz, Linda J. Working with Paraprofessionals: An Evaluation Guide for Teachers. Pub Date—Jul 87

Note—14p.

Note—14p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, \*Disabilities, Elementary Secondary Education, \*Paraprofessional School Personnel, \*Self Evaluation

(Individuals), \*Teacher Role

(Individuals), \*Teacher Role
Teachers working with paraprofessionals should
evaluate their effectiveness in promoting a comfortable and productive working climate for the paraprofessional A self-evaluation of their competence
in defining responsibilities, creating a positive a tmosphere, and providing training and recognition for
the paraprofessional can be a helpful process. A sequence of seven steps is outlined for such an evaluation, beginning with teachers evaluating themselves
on a list of target behaviors to describe their current
pattern of behavior. The sequence also involves
identifying one goal area in each of four subcategories for improvement and reevaluating the plan each
quarter. (Author/CL)

ED 289 273 Advocating for Your Child. Bancroft School, Haddonfield, NJ. Pub Date—Jun 86

Note—48p.; Compiled by the Autism Outreach Project. For related documents, see EC 201

235-239.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors— Autism, "Child Advocacy, Conflict

Resolution, Due Process, Elementary Secondary

Education, Federal Legislation, Individualized

Education Programs, Parent Materials, "Parent

Role, "Special Education, State Legislation

Identifiers—"New Jersey

The booklet offers guidelines to help parents of

children with autism become more effective advo
cates for their children. Following a brief summary

of parental rights in the education process, the book-

cates for their continen. Following a first summary of parental rights in the education process, the book-let addresses special education and due process concerns. The hierarchy of procedures in bringing about a resolution of differences between parents and school districts is outlined. Services available from the Division of Developmental Disabilities for

adults with autism are reviewed. A short list of sug-gestions for effective advocacy is followed by a dis-cussion of parent rights and responsibilities under P.L. 94-142, the Education for All Handicapped Children Act. Basic characteristics of an effe Children Act. Basic characteristics of an effective advocate are noted along with summaries of advocacy-related services in New Jensey, national advocacy organizations, and four presentations on legislation. A brochure entitled "12 Month Education for Your Child" on how parents can request an extended school year program is attached. (CL)

EAJ 289 274 EC 201 235
Practical Suggestions for Parents of Children with
Autism.

croft School, Haddonfield, NJ.

Pub Date-[86] -27p.; For related document, see EC 201 ote-27p 234-239.

234-239.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Autism, Child Rearing, \*Coping, Elementary Secondary Education, Family Attitudes, \*Parent Attitudes, Parent Child Relationship, Parent Materials, \*Parent Role

The booklet is intended to help parents deal with an autistic child. A special note to parents of newly an autistic child. A special note to parents of newly diagnosed children precedes answers to four ques-tions commonly asked by families. A parent passes on suggestions for living with autism, including ad-vice to refrain from guilt and join a local support group. Parents are urged to consider their own mengroup. Parents are urged to consider their own men-ical (knowledge and expectations), physical (stress and energy level), and emotional well being. Parents are advised to understand their rights and learn to keep records, among other suggestions. Hints for parental survival range from paying attention to one's own health to responding to their children in a quick, consistent, and predictable fashion. Ways to avoid excessive guilt are noted, and a parents' story of their experiences is offered as encouragement.

Meyers, Kathleen Griesman, Brenda
Autism: Basic Information and Autism Questions

and Answers.

Bancroft School, Haddonfield, NJ.

Note—27p.; For related document, see EC 201 234-239.

234-239.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Autism, Behavior Patterns, Child
Development, "Clinical Diagnosis, Elementary
Secondary Education, Incidence, Infant Behavior, Parent Materials, "Student Characteristics
The booklet provides background information on
the diagnosis and characteristics of autism. A chart

the diagnosis and characteristics of autism. A chart portrays the signs and symptoms, followed by the definition of the syndrome by the National Society For Children and Adults with Autism. Associated features are noted along with information on age of oaset, etiology, incidence and sex ratio, complications, and differential diagnosis. The diagnostic criteria put forth by the Diagnostic and Statistical Manual of Mental Disorders (Third Edition) DSM-III are also presented in terms of associated features, age at onset, course, impairment, complications, prevalence, sex ratio, predisposing factors. cations, prevalence, sex ratio, predisposing factors, familial pattern, and differential diagnosis. Typical familial pattern, and differential diagnosis. Typical behaviors, such as unusual response to sound and unusual speech patterns, are listed. Programmatic requirements, including early diagnosis and approriate intervention, highly structured programs, and comprehensive home programming/parent training, are summarized. A brochure entitled "Questions and Answers," which presents practical questions and answers on autism is attached. (CL)

ED 289 276 EC 201 237

Meyers, Kathleen Griesman, Brenda Children Grow Up: Autism in Adolescents & Adults

Bancroft School, Haddonfield, NJ.

Pub Date—May 86 Note—42p.; For related document, see BC 201 234-239.

234-239.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors— Adjustment (to Environment), Adolescents, Adults, Autism, Employment Opportunities, Estate Planning, Family Programs, Group Homes, Individual Development, Parent The booklet examines issues associated with autism in adolescents and adults. Teenagers with au-tism exhibit behaviors not unlike their nondisabled peers, and standard definitions of the syndrome may not be relevant at that age. Brief articles ex-plore the range of emotions families may encounter with a young adult or adult who has autism, typical issues (such as the child's sexuality and community reactions), demands on the family, guidelines for selecting day programs and group homes, program-ing factors, ways to promote independence in adults with autism, vocational opportunities, guardianship, and estate planning. Excerpts of parents' experi-ences are included, as are poems of a young adult with autism. (CL)

ED 289 277 EC 201 238 Autismo: Lo Que Miembros de Familia Necesitan Saber (Autism: What the Family Members Need to Know)

peroft School, Haddonfield, NJ. Pub Date-Dec 86

-50p.; For related document, see EC 201 234-239

234-239.

Language—Spanish
Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Autism, Civil Liberties, Coping, Due
Process, Elementary Secondary Education,

"Family Life, Family Problems, Parent Attitudes,
Parent Materials, "Parent Role, "Special Educa-

Identifiers—New Jersey
In Spanish, the booklet addresses basic information for families with children who have autism. out the syndrome are listed, followed by

Facts about the syndrome are listed, followed by signs and symptoms, a summary of programmatic requirements, answers to questions frequently asked by families, suggestions to help parents cope, con-cerns facing adolescents and adults with autism, and information about parents' rights in special educa-tion, due process, and services of the New Jersey Division of Developmental Disabilities. (CL)

ED 289 278
Guidelines To Assist Families and Professionals
When Looking for Programs and Services for
Children and Adults with Autism. Parts One,
Two, and Three [and] Guidelines for the Selection of an Appropriate Educational Placement
for the Student with Autism: A Checklist To
Assess Service Appropriateness.
Pub Date—[87]
Note—[7p.; The first set of three brochures were
developed by the New Jersey Task Force on Autism. The fourth brochure was developed at the
Bancroft School and New Jersey Council of Organizations and Schools for Autistic Children and
Adults. For related information, see EC 201
234-238. 234-238.

234-238.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, \*Autism, Elementary Secondary Education, \*Group Homes, Individual Development, Parent Materials, \*Program Evaluation, Psychological Needs, \*School Effectiveness, Vocational Rehabilitation

Four district brochures presenting guidelines on services for children and adults with autism have been combined to form this document. "General Guidelines for Education and Treatment of Individ-uals with Autism" addresses aspects of education nals with Autism" addresses aspects of education and treatment, listing important questions about such topics as ancillary services, individualization, home programming, and accreditation. "Guidelines Pertaining to Adult Day Training/Workshops" examines adult day training/workshops, and touches upon such issues as the need for distinct services, individualized planning, and the philosophy of training and programming. "Guidelines Pertaining to Group Homes for Children and Adults" covers issues of community resources, individualization, staff training, and the role of the parents. In the fourth brochure, guidelines are offered for the selection of an appropriate educational placement for tion of an appropriate educational placement for students with autism. Areas addressed are classroom environment and structure, student/staff ratio, teaching methods, progress evaluation, accountability, related services, and personal reactions. (CL)

EC 201 240 ED 289 279

Molation, Valarie And Others
Interpersonal Accommodation of Vocal Behavior in the Interactions of Infants with Down Syndrome with Their Mothers: A Preliminary Study. Pub Date—Apr 87

Note—55p.; Paper presented at the Biennial Meet-ing of the Society for Research in Child Develop-ment (Baltimore, MD, April 23-26, 1987). Pub Type—Speeches/ Meeting Papers (150) — Re-

Research (143)

ports - Research (143)
EDRS Price - MFDI/PC03 Plus Postage.
Descriptors—Behavior Patterns, \*Downs Syndrome, \*Heart Disorders, \*High Risk Persons, Infants, \*Mothers, \*Parent Child Relationship, \*Verbal Communication
The degree to which vocal accommodation occurred in the interaction of mothers with 27 infants

curred in the interaction of mothers with T/ intants
3- to 5-months old equally divided among three
diagnostic groups (heart disease, Down Syndrome,
and no known abnormalities) was investigated. Videctapes were made of the infants during 3 minutes
of face-to-face play with their mothers. Tapes were coded in terms of sequence of vocalizations, pauses, switching pauses, and turns. Time-series regression analyses indicated that a great deal of accommodation occurred, especially for the vocalization and pause parameters. The accommodation was primarily compensatory in nature and was arbitistically compensatory. ily compensatory in nature and was exhibited equally by mothers and infants in all three diagnostic groups. There were also substantial individual differences in vocal behavior across dyads within across dysas within each group. Findings appeared to support the notion of the importance of interpersonal vocal accommo-dation in normal individuals and to extend it to some at-risk grous. A 9.5 page reference list is in-cluded. (Author/CL)

ED 289 280 EC 201 241

Dickinson, Valerie J.
Attitudes and Practices of Special Day Class
Teachers Concerning Least Restrictive Environ-

Pub Date\_87

Note-88p.: Master's Thesis, San Diego State University.

versity.

Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PO14 Plus Postage.
Descriptors—"Compliance (Legal), "Disabilities, Education al Methods, Elementary Secondary Education, Individualized Education Programs, "Learning Disabilities, "Mainstreaming, Severe Disabilities, "Special Classes, Student Placement, Surveys, "Teacher Attitudes
A descriptive study reports on attitudes of 24 special day class teachers toward mainstreaming of learning handicapped students and toward practices used to implement mainstreaming. Questionnaires

nearing nandicapped students and toward practices used to implement mainstreaming. Questionnaires were completed concerning factual, attitudinal, and process information for placement and monitoring in the least restrictive environment (LRE). Responses revealed that 79% of the district's learning sponses revealed that 1970 of the unstreet steaming handicapped students were mainstreamed to non-academic curricular areas and 22% into academics. Readiness factors varied according to grade level. Preparation for LRE centered on dis sevel. Preparation for LRE centered on discussion or expectations and parent contact. Informal commu-nication was the most widely used method of moni-toring progress. Teachers reported that benefits of mainstreaming included improved self-esteem and increased social skills. (Author/CL)

ED 289 281 EC 201 242 Case, Elizabeth J. Johnson, Barbara J. P.L. 94-142 C-Level Aide Program, 1985-1986

Evaluation Report.

Albuquerque Public Schools, NM. Planning, Research and Accountability.

Pub Date-Aug 86

Pub Date—Aug 86
Note—24p.
Pub Type— Reports - Evaluative (142)
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Disabilities, Elementary Secondary
Education, Individualized Instruction, Paraprofessional School Personnel, \*Program Effectiveness, Program Evaluation, \*Teacher Aides
Identifiers—New Mexico (Albuquerque)
The effectiveness of using 75 sides in special education classrooms in Albuquerque, New Mexico, was evaluated in terms of impact on students, classrooms. and staff. Interviews, record reviews, and staff.

rooms, and staff. Interviews, record reviews, and survey research were used to collect data. Findings revealed that aides were perceived as having a posi-tive impact on the children through more individualized instruction, as well as emotional and academic support. Program and teacher impact included greater planning and preparation time and emotional support for teachers. In addition, administrators and teachers felt that the aides increased program effectiveness and positively affected staff morale and interaction. There was a need for clarifi-cation of aides' roles with mainstreamed students. Staff voiced a need for inservice on better using the aides, improving communication between teachers and aides, and helping the aides work with students with various types of handicaps. (CL)

Case, Elizabeth J. Bearman-Bucher, Isabel
P.L. 94-142 Instructional Travel Program, 1985-86
Evaluation Report.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
Pub Date—Nov 86

search and Accountability.

Pub Date—Nov 86

Note—17p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Elementary
Secondary Education, "Field Trips, Individual-ized Education Programs, "Program Effectiveness, "Severe Disabilities, Teacher Attitudes,

"Transportation."

ness, \*Severe Disabilities, Teacher Attitudes,
\*Transportation
Identifiers—New Mexico (Albuquerque)
The study investigated the effectiveness of providing instructional travel monies (e.g., field trips)
to severely handicapped students in the Albuquerque (New Mexico) Public Schools. Interviews, reque (New Mexico) Public Schools. Interviews, re-cord reviews, and survey research were undertaken to evaluate the impact of the program on students and on the instructional program. Fifty-two field trips were conducted, primarily for purposes of re-ward or reinforcement, connections with specific ward or reinforcement, connections with specific goals on students' individualized education pro-grams (IEPs), and as culminating activities for par-ticular study units. Principals, special education administrators, and special education teachers sur-veyed reported the activities had positive impacts on IEPs, on students' social development, and on instruction. More than 85% of those surveyed agreed or strongly agreed that the program should continue to receive P.L. 94-142 (the Education for All Handicapped Children Act) funds. (CL)

EC 201 244 ED 289 283 ED 289 285
Gregg, Noel Hoy, Cheri
Learning Disabled College Students' Figural Prob-lem Solving Skills.
Pub Date—[84]

Pub Date—[84]
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, "Creativity, Divergent Thinking, Higher Education, "Learning Disfabilities," Problem Solving, Talent Identification "Performance of 25 learning disabled (LD) and 25 normally achieving college students on the Torrance Test of Creative Thinking (Figural) was compared. Group mean scores were analyzed using a rance Test of Creative Thinking (Figural) was compared. Group mean scores were analyzed using a t-test. Group mean Figural Creativity Index Scores were significantly higher for the LD students than the normally achieving students. Subtest score analysis revealed that LD subjects scored significantly higher than the normals in elaboration, resistance to premature closure, and mean bonus points. No significant group differences were found on fluency, originality, and abstractness of title scores. Results indicated the need to include assessments of divergent thinking and creative problem solving in diagnostic assessments of LD college students. (CL)

EC 201 245

ED 289 284 EC 201 24 Cremins, Mary Ann A Rationale for Reexamining Definition, Identifi-cation, and Programs for the Gifted-Disabled/-Disadvantaged. Pub Date—[87]

Note—26p.

Pub Type— Information Analyses (070) — Opinion

Note—26p. Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Definitions, Elementary Secondary Education, \*Gifted Disabled, \*Gifted Disadvantaged, Individual Differences, \*Program Development, \*Talent Identification Definitions and identification practices are examined in light of special problems facing gifted disabled and gifted disadvantaged students. Research is reviewed on a variety of gifted subgroups, including physical disabilities, diverse cultures and ethnic groups, underachievement, and learning disabilities. Differences in definitions of gifted and talented are pointed out. Problems with current identification Differences in definitions of gitted and statefied are pointed out. Problems with current identification approaches are noted, including their neglect of students from various gifted subgroups. The critical connections among definitions, identification, and programs are analyzed, and legal implications are

cited. Alternative approaches, including interest-based identification and the use of enrichment activ-tites as part of a screening process are described. It is concluded that the most promising solution for the gifted disadvantaged/disabled is increased em-phasis on developing the potential of all students.

E.G. 289 285

Hoyle, Sally G. Serafica, Felicisima C.

Social Stereotyping in Children with Learning
Disabilities: Myth or Reality?

Pub Date—Are 27

Social Stereotyping in Chimen with Seathing Disabilities: Myth or Reality?

Pub Date—Apr 87

Note—10p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Friendship, Intergroup Relations, \*Interpersonal Competence, Labeling (of Persons), \*Learning Disabilities, \*Peer Relationship

Actual and perceived social relations and teacher ratings of social competence in 20 learning disabled (LD) and 20 nonLD children (mean age 11 years) were investigated. A sociometric group included 200 nonLD children in classrooms attended by both groups. Children completed sociometric and social 200 nonLD children in classrooms attended by both groups. Children completed sociometric and social network questionnaires along with the Perceived Competence Scale. Homeroom teachers completed the Behavior Problem Checklist and the Teacher's Version of the Perceived Competence Scale. Results revealed that LD and nonLD children did not differ in the number of unilateral friendship nominations received, reciprocal nominations, liking ratings received, or social networks. LD children rated themcetved, or social networks. LD children rated them-selves lower than nonLD children on cognitive and social competence and general self-esteem. LD chil-dren were rated by their teachers as having more behavior problems and lower social competence. The stereotype of LD students as socially rejected was not supported. (Author/CL)

ED 289 286 EC 201 247

News Digest, 1985.
National Information Center for Handicapped Chil-Autonal information Center for Handicapped Chil-dren and Youth, Washington, DC.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—85 Contract—G0084C3500

Contract—G0084C3500
Note—28p.
Available from—National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (subscription-free).
Journal Cit—News Digest; Jun, Oct, Nov 1985
Pub Type—Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Admission, "College Preparation, Coping, "Disabilities, Education Work Relationship, Elementary Education, Family Attitudes, Family Role, "Learning Disabilities, Parent Child Relationship, Parent Materials, Parent Role, "Psychological Testing, Secondary Education, State Legislation, "Student Characteristics Three newsletters focus on disability issues. The first provides an overview of the nature of learning first provides an overview of the nature of learning disabilities (LD) and intervention approaches for the condition. Research on effective educational methods for use with LD students is reviewed for

methods for use with LD students is reviewed for such topic areas as the transition from school to work and independent living. Suggestions for pre-paring LD students for college are offered, including approaches for use by high school teachers. The Massachusetts legislation barring of the use of stan-dardized achievement tests as higher education addardized achievement tests as higher education ad-mission criteria for students diagnosed as developmentally disabled is briefly described. The second issue addresses psychological testing of chi-dren with disabilities, focusing on infant develop-ment scales, preschool and school-age intelligence tests, special abilities tests, and personality tests. Issues involved in testing children with specific handicapping conditions are reviewed. The third is-sue of the newsletter presents guidelines to help parents and families find information and services, cope with stress, and prepare for the future. (CL)

ED 289 287

ED 289 287
News Digest, 1986.
National Information Center for Handicapped Children and Youth, Washington, DC.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Contract-G0084C3500

Contract—G0084C3500
Note—18p.
Available from—National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (subscription—free).
Journal Cit—News Digest; 1986
Pub Type—Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Change, Behavior Modification, \*Communication Skills, \*Community Programs, \*Disabilities. Elementary Secondary Education, \*Financial Support, Group Homes, \*Interpersonal Competence, Respite Care
Two newsletters focus on alternatives for community living and approaches to teaching social skills oc children and youth with disabilities. The first issue provides information on some family support services and community-based living arrangements that are currently available for children with severe and profound handicaps or chronic illnesses. Funding through frivate sources. Also discussed are types of respite care (such as parent cooperatives and group respite care residences) and such community based living arrangements as teaching homes and group prespite care residences) and such community based living arrangements as teaching homes and group prespite care residences) and such community based living arrangements as teaching homes and group prespite care residences) and such community based living arrangements as teaching homes and group homes. The newsletter on social skills introduces methods for changing chavior are listed, and three methods—the behavioral method, the modeling method, and the instruction and practice method—are explained. Techniques for encouraging nondisabled children to develop relationships with disabled peers are also noted. (CL)

EC 201 249

Transition Summary, 1985.

National Information Center for Handicapped Children and Youth, Washington, DC.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—85 Contract—G0084C3500

Note-21p.

Note—21p.

Available from—National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (subscription-free).

Journal Cit—Transition Summary; Jul, Dec 1985 Pub Type—Collected Works - Serials (022)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Community Programs, "Disabilities, "Education Work Relationship, "Employment, Employment Opportunities, Higher Education, "Learning Disabilities, "Parent Role, Program Development, Secondary Education, "Vocational Education
Two newsletters center on making the transition

Two newsletters center on making the transition from school to work for students with disabilities. In the first newsletter, a personal reflection on transi tion by a man with cerebral palsy is followed by a review of services offered by colleges with support programs for learning disabled students. Guidelines programs for learning disabled students. Guidelines are given to help parents prepare their handicapped child for employment, beginning with the elementary years and proceeding through high school. The final article of the first newsletter describes a workshop to help parents plan for their children's career education and employment opportunities. The second issue of the newsletter begins with a report on one community's approach to creating effectives. one community's approach to creating effective transition through a planning process that involved parents, school officials, government officials, adult service providers and local business leaders. The service providers and local obsthess leaders. Ince effort included a needs assessment, a survey of local employers, and a review of existing legislation and policies that affect transition to work for disabled persons. A summary of factors that influence suc-cessful collaboration is offered. (CL)

Transition Summary, 1986. National Information Center for Handicapped Chil-

National Information Center for Handicapped Children and Youth, Washington, DC.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—Mar 86
Contract—G0084C3500

grams, State Programs
Two articles examine issues of transition for people with mental retardation. The first article describes how the Ohio Association for Retarded Citizens (ARC) developed a parent-based project to monitor the quality of residential placements. The project was intended to assess both the strengths and weaknesses of community residential programs, to provide statewide feedback on service delivery, to develop a method by which citizens and service was intended to assess the provider area work together to improve services. providers can work together to improve services, and to ensure individuals with retardation the opand to ensure individuals with retardation the op-portunity to live in community settings which ac-commodate their individual needs with a minimum of restriction. The second article reviews one par-ent's experiences with her retarded daughter's struggles for independence. (CL)

Show, Stan F. And Others
The Connecticut Consortium: A Statewide Effort to Develop and Enhance Learning Disability College Programming.
Pub Date—Jul 87

Pub Date—Jul 87
Note—13p.; Paper presented at the National Conference of the Association on Handicapped Student Service Programs in Postaccondary Education (10th, Washington, DC, July, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, "Consortia, Cooperative Programs, Demonstration Programs, Higher Education, "Learning Disabilities, "Program Development, "State Programs, "Technical Assistance Identifiers—"Connecticut

Assistance
Identifiers—\*Connecticut
A statewide consortium effort in Connecticut was
designed to increase the quantity and quality of services available to postsecondary students with
learning disabilities (LD). Two model programs learning disabilities (LD). Two model programs were funded and evaluated, and the consortium was developed to replicate the success of the models by encouraging program development throughout the state. Specifically, the purpose of the consortium, is to provide technical assistance on 10 topics, including admissions and intake procedures, diagnosis and assessment of adults with LD, service delivery, and financial, considerations. Workshops, were conassessment of adults with LD, service delivery, and financial considerations. Workshops were conducted and on-site assistance was provided. Key elements for success have included collaboration between parents and professionals, the development of political support, training for college administrators, and the availability of free, on-site technical assistance from experienced, data-based practitionals.

ED 289 291 EC 201 252
Berlin, Donno F.
Interhemispheric Transfer of Tactille Information
by Learning Disabled Children.
Pub Date—Apr 87
Note—20p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (145) ports - Research (143) EDRS Price - MF01/PC01 Plus Posta

EDRS Price - MF01/P691 Plus Postage.
Descriptors—Age Differences, \*Brain Hemisphere Functions, Discrimination Learning, Elementary Secondary Education, \*Learning Disabilities, \*Sensory Experience, Sensory Integration, \*Tactual Perception, \*Verbal Communication To examine intra- and interhemispheric communication or the transfer of information within and between the combral heavier house, 22 circle than deductions.

nication or the transfer of information within and between the cerebral hemispheres, 32 right-handed learning disabled children aged 8-10 years, 11-13 years, and 14-16 years were presented a tactile dis-crimination task. Fabrics of the same or different texture were presented to the same hand (uncrossed condition) or alternating hands (crossed condition). A repeated measures design was used to investigate performance on the tactile task using a verbal re-sponse mode and a nonverbal response mode. Analperformance on the tactile task using a verbal response mode and a nonverbal response mode. Analyses indicated the number of uncrossed errors and crossed errors were significantly greater for the verbal response mode as compared to the nonverbal response mode. The youngest children made significantly more crossed errors in the verbal response mode. Results suggested that younger learning disabled children may experience greater difficulty using a verbal response mode on a task which is inferred to require interhemispheric transfer of information. (Author/CL)

EC 201 253 ED 289 292 Bruininks, Robert H. Lewis, Durrell R. Benefit-Cost Evaluation of Local Special Education Programs, Final Report.

Minnesota Univ., Minneapolis. Dept. of Educa-

Minnesota Univ., Minneapolis. Dept. of Educational Psychology.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Jun 87

Grant—G008400605

Note—27p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Cost Effectiveness, Costs, "Disabilities, Elementary Secondary Education, Mild Disabilities, "Program Costs, "Program Effectiveness, "Program Effectiveness, "Program Evaluation, Special Education

cation

A 2-year study of cost-benefits in special education undertook activities in five years: development
of a cost analysis framework, cost data collection,
outcome data collection, development of benefit-cost analysis procedures, and benefit-cost analysis application. A generic school-based model was
developed in which costs could more accurately be
described for local district planning, budgeting and
allocating of resources to instructional program and
service areas. The cost analysis framework was used
to collect cost data from a large suburban school
district to show the feasibility of the model in special
education. A follow-up study on school records and district to show the feasibility of the model in special education. A follow-up study on school records and outcome information revealed that there were clear differences at the conclusion of school among those students identified as special education, vocational education and college bound. A concept paper was developed to present the analytical process of a benefit-cost study for special education. Finally, a benefit-cost study for special education. Finally, a benefit-cost study for special education. Finally, a benefit-cost study for special education. Finally retarded students indicated that projected lifetime earnings of mildly retarded adults clearly exceeded the costs of providing special education for this population. (CL)

ED 289 293
Tindall, Lloyd W. Hedberg, Sally B.
Promising Programs.
Pub Date—23 Sep 86

Pub Date—23 Sep 86
Note—10p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Planning. \*Demonstration Programs, \*Disabilities, \*Education Work Relationship, Federal Programs, Job Placement, \*Job Skills. Mental Retardation, \*Secondary Education, Vocational Adjustment, \*Vocational Education, Vocational Adjustment, \*Vocational Education.

tion
Identifiers—\*Job Training Partnership Act 1982
Benefits to disabled participants of programs funded by the Job Training Partnership Act (TPRA) are summarized and several JTPA programs highlighted. Common services included vocational assessment work extractions according exploration. lighted. Common services included vocational as-sesament, work experience, career exploration, on-the-job training, vocational training, job place-ment, job counselling, job seeking, and job keeping. The Special Education Local Plan Areas (SELPAS) Job Project in California provides job training and placement services to 100 junior and senior special education students. Another project in California has resulted in dramatic employment success for adults with moderate to severe mental retardation in a residential setting. Successful efforts have also been undertaken in Cleveland, Ohio (a summer pro-gram focusing on locating and interviewing for peen undertaken in Cieveiand, Onio (a summer pro-gram focusing on locating and interviewing for jobs); Rochester, Minnesota (in-school work sta-tions); and Lake Mills, Wisconsin (summer instruc-tion in computers, communication/graphics arts, plastics, robotics, electronics, communication/au-dio visual, service occupations, and career explora-tion). (CI) tion). (CL)

ED 289 294 EC 201 255 Programs Funded through the Family Court Order Process for Children with Handicapping Condi-tions Birth to Five. Programmatic Guidelines and Standards.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping

Conditions.
Pub Date—Jul 87
Note—25p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Disabilities, Early Childhood Edu-

cation, Eligibility, Individualized Education Programs, Infants, Preschool Education, \*Special Education, \*State Aid, State Legislation, \*State Standards

Identifiers-\*New York

Identifiers—New York
The manual describes program standards and
guidelines for New York programs interested in
qualifying for state reimbursement for special education costs ordered by the court in serving handication costs ordered by the court in serving handi-capped students birth to 5 years of age. Standards are set forth for the following areas: eligibility (in-cluding definitions of handicapped conditions); con-tinuum of services (as provided in various program models); program considerations (e.g., curriculum, family involvement, staff development); teacher qualifications; class size and student teacher ratio; development of individualized education program (including phase I and II components and review procedures). (CL)

ED 289 295 EC 201 256 Alternative Strategies for the Problem Learner:
Student Support Team Strategies Manual. A
Handbook collected and Adapted by the Georgia
Learning Resources Network.
Georgia Learning Resources System/Child Serve,
Columbus.

Spons Agency—Georgia State Dept. of Education, Atlanta. Office of State Schools and Special Ser-

Pub Date

Pub Date—87
Note—113p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Behavior Patterns, Classroom Techniques, Curriculum, "Diagnostic Teaching, "Disabilities," Education, Listening Skills, "Mainstreaming, Problem Solving, Reading, Speech Improvement, "Teaching Methods, Writing (Composition)
Identifiers—"Student Support Teams
The manual presents the framework of the Student Support Team (SST), an approach involving two or more professionals who develop alternative instructional strategies for students in lieu of special education placement. General considerations are offered for classroom management, curriculum adaptations, and adaptations for the visually and hearing impaired. Guidelines then follow for the following topic areas: behavioral skills (e.g., management of aggression, attention seeking, and impulsivity; reading skills (e.g., basic sight words, content area reading); writing skills (e.g., problems in expression and spelling); organizational skills (e.g., following directions, sequencing, study skills); listening and speaking skills (e.g., directionality, temporal relationships); and speech/language suggestions (e.g., arriculation, stuttering, tips for parents). A final section offers additional assistance on textbook adaptations. (CL) textbook adaptations. (CL)

ED 289 296 EC 201 25 Miller, Ronald C. And Others Less Restrictive Placement Personnel Training 1984-1986, Final Report, OEA Evaluation Re-EC 201 257

New York City Board of Education, Brooklyn. Of-

New York City Board of Education, Brooklyn. Orfice of Educational Assessment.
Pub Date-Jul 87
Note—29p.; Prepared by the Special Education Evaluation Unit.
Pub Type—Reports - Evaluative (142)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*Disabilities, Elementary Secondary Education, Knowledge Level, "Mainstreaming, "Program Evaluation, Special Education, "Staff"

Program Evaluation, Special Education, Staff Development, Student Placement, Teacher At-titudes, Teacher Workshops Identifiers—Regular and Special Education Coop-

cration

The report presents findings of the second and third year of a study of the Less Restrictive Placement Personnel Training (LRP) program, designed to develop materials and training to increase the number of students mainstreamed into general education. In the final 2 years of the 3-year program, LRP expanded to include all special education regions with the total number of sites increasing from 16 to 50. Training modules and materials were also further refined. Study procedures involved interviews of on-site trainers and principals and observations of workshops. Pre- and post-test questionnaires were analyzed to assess participants' knowledge and stittudes. Evaluators noted a favor-

able reaction on the participants' part to the training as well as enhanced communication between the general and special education staffs. There was no notable change in participants' knowledge and atti-tudes toward less restrictive placement after the training. Recommendations are made for future projects of a similar nature. (CL)

ED 289 297 EC 201 25 Miller, Ronald C. And Others Project RECURSO: 1985-1986 End of Year Re-EC 201 258 port. OEA Evaluation Report. New York City Board of Education, Brooklyn. Of-

rice of Educational Assessment.
Pub Date—Jul 87
Note—36p.; Prepared by the Special Education
Evaluation Unit.

Evaluation Unit.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Billingual Teachers, \*Disabilities, Elementary Education, Inservice Teacher Education, \*Limited English Speaking, Parent Education, \*Parent School Relationship, Parent Workshops, \*Program Effectiveness, Special Education, Studentificary - \*PECIUS DO Project, NY

\*Program Effectiveness, Special Education, Student Evaluation, Teacher Workshops Identifiers—\*RECURSO Project NY
The report presents evaluation findings on the RECURSO Project which was designed to provide training to bilingual teachers, School-Based Support Teams (SBSTs), and parents of limited English proficient (LEP) special education students. Twenty schools with the greatest number of bilingual, self-contained special education classes in grades 3 through 8 were identified. Five different types of training opportunities were provided during the first year: one-on-one, on-site training sessions, five regional after-school workshops attended by 54 SBSTs and 78 teachers, two 4-day summer institutes attended by 36 SBSTs and 74 teachers, and seven parent workshops provided to a total of 70 parents. Activities addressed two of the three basic project goals: improvement of instruction through teacher training and improvement of parent-school interaction through parent workshops. (CL)

Miller, Ronald C. And Others
E.C.I.A. Chapter 1, Part B. Institutionalized Facilities Program, 1985-86. Final Evaluation Report.
OEA Evaluation Report.
New York City Board of Education, Brooklyn. Of-

fice of Educational Assessment. Pub Date—Jun 87

Pub Date—Jun 87

Note—34p.; For a prior report, see EC 250 435.

Pub Type— Reports - Evaluative (142)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Career Education, 'Child Neglect,

\*Daily Living Skills, \*Delinquency, Elementary
Secondary Education, Individualized Instruction,
Institutionalized Persons, \*Prevocational Education, \*Program Effectiveness, Residential Programs.

tion, \*Program Effectiveness, Residential Programs
The report presents evaluation findings of a program designed to provide supplementary education in prevocational and/or daily living skills to children and adolescents in institutions for the neglected and delinquent. Analysis of student achievement data indicated that 96.9% of the students mastered 80% of their short term objectives. A primary strength of the program was its ability to individualize instruction by setting instructional objectives according to the cacdemic ability and length of residency of the student. The bulk of instruction centered on basic pre-vocational and supplementary career education, with a small amount of instruction in daily living skills. Teachers identified the program's short- and long-range practicality as its magram's short- and long-range practicality as its ma-jor strength. (CL)

ED 289 299 EC 201 260 Waht Is an Appropriate Education for a Gifted Student? and What Is an Appropriate Education for a Gifted Student: An Overview and Sugges

North Carolina Association for the Gifted and Tal-ented, Winston-Salem.

Pub Date-86

Note—30p.

Available from—North Carolina Association for the Gifted/Talented, 1756 Stonewood Dr., Winston-Salem, NC 27103 (\$5.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—\*Curriculum, Elementary Secondary Education, \*Financial Support, \*Gifted, \*Pro-**RIE MAY 1988** 

gram Development, State Standards, "Talent Identifiers—North Carolina
The manual addresses elements needed to provide an appropriate education for gifted students in North Carolina. Eleven components are considered: administrative support and responsibility (program design, utilization of resources); definition and identification (screening); assessment of student needs (group and individual needs); written plans (statements of philosophy and goals, procedures); program options (grouping options and individual options); curriculum (content, process, learning environment); teachers (appropriate training, good interpersonal relations); support services (media specialist, school counselor); funding (categorical funds, staff development, local funds); community awareness and parent involvement; and program evaluation (formative and summative). Factors beyond the control of local school systems which affect program quality, such as adequate personnel preparation, are also discussed. An additional factsheet provides brief answers to such questions as: Why do gifted students need an appropriate education: What was the Task Force on Appropriate Services for Gifted Students? How was the concept, "an appropriate education," defined? What "elements" were identified as being essential to programs providing an appropriate education for gifted students? What can local school systems do to make best use of the report? (CL)

ED 289 300 EC 201 261 Wilkinson, David Luna, Natalia
Capital Projects, 1985-86: Teach & Reach, Gifted & Talented, BEST.
Austin Independent School District, Tex. Office of Research and Evaluation.

Research and Evaluation.
Report No.—AISD-85-63
Pub Date—[86]
Note—56p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Black Students, "Compensatory Education, Elementary Secondary Education, "Faculty Development, "Gifted, Instructional Leadership, Mathematics Instruction, Outcomes of Education, "Program Evaluation, "Reading Difficulties, School Districts, "Talent, Teaching Methods

Methods
Identifiers—Texas (Austin)
The Austin Independent School District (Texas)
evaluated three district-funded projects for
1985-86. Project Teach and Reach, the Gifted and
Talented Program, and Project BEST (Basic Effective Strategies for Teaching). Teach and Reach focuses on compensatory education in reading and
mathematics for low achieving black students in
grades K-3. The program uses small group and indicuses on compensatory education in reasung and mathematics for low achieving black students in grades K-3. The program uses small group and individual instruction and a variety of teaching techniques. The program evaluation found that the majority of administrators and teachers felt that it promoted increased student learning, but the program was expensive. The Gifted and Talented Program operates at both the elementary and secondary levels in language arts, mathematics, and bilingual gifted. Program goals included providing teacher training, updating curricula, piloting the mathematics program, and implementing the gifted bilingual program in at least three schools. The evaluation found that the program's 5-year reorganization plan was on schedule. Project BEST is a 3-year staff development program, with the goals of improving administrative leadership skills and introducing the elements of lesson design, motivation factors, practice theory, and retention theory. The evaluation tice theory, and retention theory. The evaluation found that Project BEST facilitated principals' instructional leadership, that the majority of teachers were implementing the project, and that administrators evinced a highly positive attitude toward the project. (JDD)

Blaylock, Dave And Others

Career Education Curriculum Guide for Mild,
Moderate, Severe and Profoundly Handicapped
Students, 1981-1987. EC 201 262

Weber County School District, Ogden, Utah. Pub Date—Apr 87

Weber County
Pub Date—Apr 87
Note—374p.; Paper describing the 1984-87 Curriculum Guide was presented at the Council for Exceptional Children Annual Convention (65th, Chicago, IL, April 20-24, 1987) and is included as a superhument.

an attachment.
Available from—Canyon View School, 1100 Or-chard Ave, Ogden, UT (\$0.50).
Pub Type— Guides - Classroom - Teacher (052) —

Speeches/Meeting Papers (150)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—"Behavioral Objectives, Competency
Based Education, Computer Managed Instruction, Computer Uses in Education, Curriculum
Guides, Elementary Secondary Education, 'Individualized Education Programs, Individual
Needs, Information Systems, "Instructional Development, "Mental Retardation, "Student Educational Objectives, "Training Objectives
This program, developed at the Ogden-Weber Education Center (Ogden, Utah) provides a curriculum for all levels of mental handicap, in which exit
objectives of one phase meet entrance objectives for
the next phase, and all objectives meet the requirements of the setting in which mentally handicapped
students will live after completion of public school
education. The program also aims to provide an
easy method of writing individual education plan
goals and objectives. It does not intend to replace
special education classroom curricula, but to coordinate outcome-based curricula that are being used.
The curriculum guide is divided into curriculum
modules, based on student age (5-22 years) and
level of mental handicap. Each module is divided
into 17 subject areas (such as time, money, measurement, expressive language and socialization). For
each combination of age, level of handicap, and subject area, a classroom goal detailing sheet is developed. These sheets contain an annual goal, several
ahort-term instructional objectives, performance
criteria, and a list of references. The curriculum is
computer-based (Apple II) to provide flexibility for
dealing with individualized needs and to save administrative time. (JDD) ministrative time. (JDD)

AIDS: Acquired Immune Deficiency Syndrome; Information and Procedural Guidelines for Providing Services to Persons with AIDS/HIV. Revised. ED 289 302 EC 201 263

Revised.

Montana State Dept. of Health and Environmental Sciences, Helena. Health Education Bureau.

Spons Agency—Center for Disease Control (DHHS/PHS), Atlanta, Ga.

Pub Date—Feb 87

Note—71p; Portions of appendixes contain small print. For the manual of which this is an update, see ED 281 326.

e ED 281 326.

see ED 281 326.
Pub Type— Guides - Non-Classroom (055) — Reference Materials (130)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Acquired Immune Deficiency Syndrome, Case Records, \*Communicable Diseases, Dentistry, \*Disease Control, Health Services, \*Medical Services, Personnel Management, \*Preventive Medicine, School Policy, \*Special Health Problems

This volume consists of updated information to be inserted into a Montana AIDS Project manual on inserted into a Montana AIDS Project manual on providing services to persons with acquired immune deficiency syndrome/human immunodeficiency virus (AIDS/HIV), originally published in December 1985. The updates are mainly statistics and terminology, along with the addition of several new sections. The first section provides a definition of AIDS/HIV its contract constraints disease. notingly, along with the adminoit of several new sections. The first section provides a definition of AIDS/HIV, its causes, symptomatic diseases, risk factors, prevention recommendations, diagnosis, and treatment. A section on personnel management deals with patient care assignments, accidental exposure to AIDS/HIV, and employees with AIDS/HIV. A section on dentists and dental care personnel advises the use of personal protection such as gloves and masks and careful sterilization and disinfection procedures. Other guidelines are given for: (1) preventing HIV and AIDS transmission during perinstal care and invasive procedures; (2) providing dialysis treatment to infected patients; (3) dealing with infected children in schools and day care centers; and (4) reporting requirements, confidentiality, and public relations. Appendices provide information from the Centers for Disease Control on the case definition of AIDS for national reporting, and prospective evaluation of exposed health-care workers. (JDD)

ED 289 303 EC 201 264 Stowitschek, Carole E.
A Parent's Guide to Education of the Handicapped
Child.

North Dakota State Dept. of Public Instruction, Bismarck.; Utah State Univ., Logan. Mountain Plains Regional Resource Center. Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date-Nov 85

-300-83-0186

Contract—300-83-0186
Note—42p.
Pub Type— Guides - Non-Classroom (055)
EDRS Pice - MP01/PC02 Plus Postage.
Descriptors—\*Disabilities, Due Process, Early
Childhood Education, Elementary Secondary Education, \*Federal Legislation, Individualized Education, \*Federal Legislation, Individualized Education Programs, \*Parent Rights, Parent School
Relationship, Referral, \*Special Education, Student Evaluation, Student Placement
Identifiers—\*Education for All Handicapped Children Act, \*North Dakota
This booklet serves as an introduction to the special education process in North Dakota as well as a parent's guide to rights and services provided under the law. The document begins with a brief description of Public Law 94-142, the Eduction for All Handicapped Children Act, and the process for receiving special education services. Section III describes the child referral and evaluation process which leads to a placement decision. Section III provides an explanation of the process used to develop and write an Individualized Education Program. The following section includes general guidelines to assist parents in working with the school to obtain services for their handicapped child. The booklet concludes with a description of procedural safeguards for ensuring due process of parents' rights, citing specific sections of appropriate federal regulations. (JDD)

ED 289 304

EC 201 265

Cullen, Collette [Jenny: A Teacher]. Pub Date—[87]

[Jenny: A Teacher].
Pub Date—[87]
Note—13p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Affection, Behavior Disorders, \*Behavior Modification, Case Studies, Elementary Education, Extinction (Psychology), Intervention, \*Multiple Disabilities, Operant Conditioning, \*Self Mutilation, Sensory Experience, \*Sensory Training, \*Severe Disabilities, Stimulation, Therapy, Trust (Psychology)
Identifiers—Aversion Therapy
This paper reports a case study of an 8-year-old deaf, blind, and mentally impaired girl who was self-abusive. The behavior was excessive to the point that she sustained fractures to her jaw and arm and had to be restrained. Several treatment techniques were unsuccessfully attempted, including sensory stimulation, aversive conditioning, and extinction. Subsequently, a sensory affective training approach was used, with a staff member holding the girl throughout the school day, massaging her, rocking her, developing a trusting relationship. The intervention was successful, with hitting behaviors dropping from 400 times per hour to an average of two times per day. The girl became more autonomous and interested in her environment and later learned to sign and to take care of her basic needs. (JDD)

ED 289 305

EC 201 266

Bennett, Susan s Programming and Creative Achieve-

Pub Date-Jul 84

Note—68p.; Master's Thesis, Southwest Missouri State University. Pub Type— Dissertations/Theses - Masters Theses

(042)

(042)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Acting, Art Education, \*Brain Hemisphere Functions, \*Cognitive Processes, Cognitive Psychology, \*Creative Thinking, \*Creativity, Dance Education, Elementary Secondary Education, Postsecondary Education, Teaching Methods.

tion, Possecondary Education, Teaching Meth-ods
This thesis examines the formation of thought and the separate functions of the left and right brains, emphasizing the scientific basis of creative thinking. It explains the cause and effect relationship of thought and some possible methods for reconstruct-ing an individual's belief system to produce desired effects. This reconstruction process is then applied effects. This reconstruction process is then applied in the form of subconscious programming to art, dance, and acting instruction. Three methods of subconscious programming are reviewed: visualiza-tion, physicalization, and characterization. (Au-thor/JDD)

ducation of the Handicapped Act: 20 U.S.C. 1401-1485.

New York State Education Dept., Albany. Pub Date—[86] Note—45p.

- Legal/Legislative/Regulatory Materi-Pub Type-als (090)

als (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, Assistive Devices (for Disabilities, Early Childhood Education, Educational Media, Educational Research, Educational Technology, Elementary Secondary Education, Federal Legislation, "Federal Programs, Instructional Materials, Professional Education, "Special Education
This document reproduces sections of the U.S.
Code relevant to advention of the Annicaspeed, spe-

This document reproduces sections of the U.S. Code relevant to education of the handicapped, specifically Sections 1400-1485 of U.S. Code Chapter 20, with citations for the public laws that legislated each section. The public laws incorporated into these sections include Public Law 91-230 (April 13, 1970, as amended by Public Law 93-380, August 21, 1974), Public Law 94-142 (November 29, 1975), Public Law 99-5-56 (November 1, 1978), Public Law 99-372 (August 5, 1986), and Public Law 99-372 (August 5, 1986), and Public Law 99-379; "Assistance for Education of All Handicapped Children", "Centers and Services to Meet 8, 1989. Subchapter titles include: "General Frovisions"; "Assistance for Education of All Handicapped Children"; "Centers and Services to Meet Special Needs of Handicapped"; "Training Personnel for the Education of the Handicapped"; "Research in the Education of the Handicapped," Instructional Media for Handicapped", "Instructional Media, and Materials for the Handicapped"; and "Handicapped" and "Handicapped" and "Handicapped Infants and Toddlers." (JDD)

York, NY, March 12-15, 1986).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Case Studies, Delivery Systems, Educational Diagnosis, \*Educational Therapy, Intervention, \*Learning Disabilities, Outcomes of Treatment, \*Program Development, \*Psychoeducational Clinics, Rehabilitation Identifiers—Triage Health Care Delivery System The Diagnostic Cognitive/Academic Therapy Program at Newington Children's Hospital (Newington, Connecticut) was designed to accommodate learning-disabled adults with different levels of education, rates of achievement, information process-

cation, rates of achievement, information process-ing styles, social backgrounds, and personalities, ing styles, social backgrounds, and personalities, and to provide services in clinic, home, and work-site settings. A triage model for service delivery was developed for each level of learning disability (mild, moderate, and severe). The model incorporates the components of referral source, presenting problems, adjunct service provision, prescriptive teaching methods and assessments, frequency of intervention, successful outcomes and ancillary gains, and follow-up and monitoring. Use of the model is described in a case study of a severely learning-disabled client with visual perceptual deficits, who was successfully treated with a variety of multi-sensory, prescriptive teaching techniques. (JDD)

ED 289 308 EC 201 269

Guidelines for Reporting and Writing about People with Disabilities. Second Edition. Kansas Univ., Lawrence. Research and Training Center on Independent Living.

Center on Independent Living.
Pub Date—87
Note—6p.; Funded in part by National Institute of Disability and Rehabilitation Research Available from—University of Kansas, The Research and Training Center on Independent Living. BCR/3111 Haworth. Lawrence, KS 66045-2930 (\$0.25 2-10 copies, \$0.15 for more than 100. than 10).

Pub Type— Guides - Non-Classroom (055) — Ref-erence Materials - Vocabularies/Classifications (134)

(134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, \*Disabilities, Journalism,
Mass Medis, \*News Writing, Publications, Social
Attitudes, \*Vocabulary, \*Writing for Publication
Written for media professionals, this single-sheet
eight panel brochure offers suggestions for appropri-

ate ways to describe people with disabilities, and explains preferred terminology. The guidelines reflect input from over 100 national disability organizations and were reviewed and endorsed by media and disability experts. The guidelines explain nine principles to follow when writing about people with disabilities, such as "emphasize abilities not limitations." Definitions for 20 specific disabilities are included in a section on appropriate terminology.

ED 289 309

EC 201 270

How to Participate Effectively in Your Child's IEP

Meeting.
Co-Ordinating Council for Handicapped Children,
Chicare. III

Chicago, Ill.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—[87] Grant—G008203011

Note-6p.

Note—op.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Disabilities, Due Process, Elementary Secondary Education, 'individualized Education Programs, 'Parent Participation, Parent Rights, 'Parent Teacher Conferences

rights, "rarent Teacher Conferences
This single-sheet eight panel brochure provides
guidelines for parents on effective participation in
meetings with school personnel to discuss their
child's individualized education program (IEP). Included are an explanation of what the IEP contains;
the settings in which it can be implemented; the
non-academic, extracurricular, and supportive services which should be made available; how parents
can prepare for the IEP meeting; specific suggescan prepare for the IEP meeting; specific sugges-tions for participating in the meeting; and proce-dures for pursuing legal rights in case of disagreement. (JDD)

ED 289 310 EC 201 271 Vanderheiden, Gregg C. Practical Application of on of Microcomputers To Aid Handicapped.
onsin Univ., Madison. Trace Center.

Pub Date—Jan 81
Note—10p.; A product of the Trace Research and
Development Center on Communication, Control, and Computer Access for Handicapped Indiciduals. For related documents, see ED 201 272-280.

272-280.
Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave, Madison, WI 53705-2280 (\$1.10).
Journal Cit.—Computer; Jan 1981
Pub Type—Reports - Descriptive (141) — Journal
Articles (080)

Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors - Assistive Devices (for Disabled),
\*Disabilities, \*Microcomputers, \*Rehabilitation,
Sensory Aids

Sensory Aus

The paper focuses on the development of relatively low-cost microcomputers, which provide a potentially powerful tool for the rehabilitation field. The paper discusses such areas of application as sensory enhancement/translation, manipulator controls, information amplification, special control interferes to other devices recreating and developinterfaces to other devices, recreation and develop-ment aids, educational aids, communication aids, cognitive and language processing assistance, infor-mation resource/management, security/monitoring systems, and so on. Three approaches to providing aids to the handicapped are discussed: commer-cially available sids, custom-built aids, and modified standard systems. Barriers to more extensive use of microcomputers in rehabilitation are cited, and approaches to the problems of multilevel and multitasking processing are examined. (JDD)

EC 201 272 ED 289 311

Brown, Ben And Others

Application and Construction Notes for Laptrays
and Adaptive Pointers: Wobble Stick Toy Control, Adaptive Pointers, Slide-Away Laptray,
Swing-Away Lapboard and Folding Communication Board. 1990-1982.

consin Univ., Madison. Trace Center. Pub Date-82

lote-44p.; A product of the Trace Research and Development Center on Communication Com-Development Center on Communication, Con-trol, and Computer Access for Handicapped Inditroi, and Computer Access for Handicapped Indi-viduals. For related documents, see EC 201 271-280. Drawings may not reproduce well. Available from—Trace Center, University of Wis-consin-Madison, Waisman Center, 1500 High-land Ave., Madison, WI 53705-2280 (\$4.30).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Assistive Devices (for Disabled),
"Communication Aids (for Disabled), "Construction (Process), Illustrations, "Physical Disabilities, "Severe Disabilities, "Specifications, Toys, Wheelchairs

Wheelchairs
The document lists needed materials, specifications, and procedures for constructing five devices
to assist the handicapped: (1) a wobble stick toy
control switch; (2) adaptive pointers for use with a
manual pointing board; (3) slide-away laptray for
use on wheelchairs; (4) a swing-away laptoard made
of transparent materials, to be used as a communication board support on wheelchairs; and (5) a folding
communication board. constructed as a 3-ranel communication board, constructed as a 3-panel folding case with pockets for inserting symbol displays. Each design includes detailed illustrations.

ED 289 312

EC 201 273

Harris, Deberah
Communicative Interaction Processes Involving
Non-Vocal Physically Handicapped Children.
Wisconsin Univ., Madison. Trace Center.
Pub Date—Mar 82

Pub Date—Mar 82

Note—19p.; A product of the Trace Research and
Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Parts of the document have small print
and may not reproduce well. For related documents, see EC 201 271-280.

Available from. Trace Center, University of Wis-

Available from—Trace Center, University of Wis-consin-Madison, Waisman Center, 1500 High-land Ave., Madison, WI 53705-2280 (S2.20). Journal Cit.—Topics in Language Disorders; v2

p21-37 1982

Pub Type— Journal Articles (080) — Reports - De-scriptive (141) — Reports - Research (143) EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

able from EDRS.

Descriptors—\*Classroom Communication, \*Communication Aids (for Disabled), \*Communication Disorders, \*Interaction, \*Nonverbal Communication, \*Physical Disabilities, Primary Education, \*Prostheses, Teacher Student Relationship Communication prostheses are critical components of the nonvocal child's communication process, but are only one component. This article focuses on the steps involved in communicative interaction processes and the potential barriers to the development of effective interaction and analysis of nonvocal communicative interactions. A discussion teraction processes and the potential barriers to the development of effective interaction and analysis of nonvocal communicative interactions. A discussion of the processes involved in communicative interaction highlights the complexities created when the interaction includes a nonvocal person and emphasizes the more active role which may be required of the listener. Potential barriers to effective interaction include: (1) altered conversational patterns; (2) augmentative devices and techniques; (3) speed; (4) laborious and tiring formulation and expression of messages; (5) neglect of the speaker's repertoire of expressive modes; (6) effect of the symbol system used on conceptualization of experiences; and (7) general experience, skill level, and motivation to communicate and interact. A study involving three nonvocal severely physically handicapped children, aged 6-7, and their teachers in classroom interactions found that communicative interactions in all contexts were dominated by teachers and were usually teacher-initiated. These findings are contrasted with those documented in studies of communicative interactions of vocal children. Implications of the interactions of vocal children. Implications of the study for communication programs are discussed.
(JDD)

Vanderheiden, Gregg C.
Non-Conversational Communication Technology
Needs of Individuals with Handicaps.
Wisconsin Univ., Madison. Trace Center.
Pub Date—83

Note—7p.; A product of the Trace Research and Development Center on Communication, Con-trol, and Computer Access for Handicapped Indi-viduals. For related documents, see EC 201

Available from—Trace Center, University of Wis-consin-Madison, Waisman Center, 1500 High-land Ave., Madison, WI 53705-2280 (\$0.70). Journal Cit—Rehabilitation World; v7 n2 p8-12

m 1983 Pub Type - Journal Articles (080) - Reports - De-

scriptive (141)

EDRS Price · MF01/PC01 Plus Postage.

Descriptors—Assistive Devices (for Disabled),

\*Communication Aids (for Disabled), \*Communication Disorders, Individual Needs, Information Processing, Interpersonal Communication, \*Physical Disabilities, \*Technology, Writing Dif-

ficulties

The paper explores the spectrum of communication needs of physically handicapped individuals,
focusing on six basic areas: (1) conversation, (2)
messaging, (3) portable writing needs, (4) workstation writing, (5) access to computers and information processing equipment, and (6) access to
controls and control panels needed for daily living
or employment. The strengths and weaknesses of
current technology in meeting individuals' needs in
each of these areas are examined. (JDD)

EC 201 275

ED 209 514
Vanderheiden, Gregg C.
Curbcuts and Computers: Providing Access to
Computers and Information Systems for Disabled Individuals.
Wisconsin Univ., Madison. Trace Center.
Pub Date. 12 Sep. 83

abited Individuals.

Wisconsin Univ., Madison. Trace Center.

Pub Date—12 Sep 83

Note—8p; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Excerpted from Keynote speech presented at Computers for the Disabled sponsored by the Office of Continuing Education, University of Wisconsin-Stout, Closing the Gap at the Indiana Governor's Conference on the Handicapped (October 13, 1983). For related documents, see EC 201 271-280.

Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 (\$1.10).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Accessibility (for Disabled), \*Assistive Devices (for Disabled), \*Communication Aids (for Disabled), \*Computers, Computer Software, \*Disablities, Futures (of Society), \*Information Processing, Input Output Devices, Normalization (Handicapped)

Computers have the potential of creating new bar-

Processing, Input Output Devices, Normalization (Handicapped)
Computers have the potential of creating new barriers and widening the gap between disabled and able-bodied people, because computers are extending the capabilities of non-handicapped individuals at a greater rate than for the handicapped. Access to standard computers and standard software must be provided to handicapped individuals by either modifying the software, which is prohibitively expensive, or by providing transparent access via a keyboard emulator or tactile and voice devices. The analogy of building sidewalks and not including curbcuts is used to describe the situation of advancing technology failing to include access points for the handicapped. (JDD)

EC 201 276 ED 289 315 ED 209 313
Vanderheiden, Gregg C. Brandenburg, S.
Toy Modification Note: Build It Yourself Battery
Interrupter. Revised.
Wisconsin Univ., Madison. Trace Center.

Pub Date—86 Note—22p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 201 271-280.

viduals. For related occuments, see Ec. 20.

Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 (53.10).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Assistive Devices (for Disabled), "Construction (Process), "Electric Batteries, Illustrations," "Physical Disabilities, Resources, Skill Development, Teaching Methods, "Torys This toy modification note presents illustrated instructions on how to build a battery interrupter that permits on/off control of battery-operated toys without modification of the toys themselves. The device allows for a separate control switch which can be custom designed to fit a handicapped user's needs. Information on the construction and use of three types of battery interrupters is provided: Type needs. Information on the construction and use of three types of battery interrupters is provided: Type 1 for regular cylindrical batteries (AA, C, and D cells), Type 2 for 9-volt batteries, and Type 3 for use with cassette tape recorders and other devices having a "remote" jack. Also included in the volume are a description of the electrical principles involved in the interrupter's operation, skill development activities for learning to use a switch, and sources of information on adapted toys and toy modifications. (JDD)

ED 289 316 EC 201 277

Quick Information Sheets. Wisconsin Univ., Madison. Trace Center. Pub Date -86

Note—85p.; A product of the Trace Research and Development Center on Communication, Con-trol, and Computer Access for Handicapped Indi-viduals. For related documents, see EC 201 271-280.

271-280.

Available from—Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 (\$5.00).

Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MFDI/PC04 Plus Postage.

Descriptors—\*Accessibility (for Disabled), \*Assistive Devices (for Disabled), \*Communication Aids (for Disabled), Computer Networks, \*Computers, \*Disablidies, Educational Opportunities, \*Information Sources, Input Output Devices, Publications, Resources, Telecommunications, Toya

Toys
This compilation of "Trace Quick Sheets" provides descriptions, prices, and ordering information for products and services that assist with communifor products and services that assist with communi-cation, control, and computer access for disabled individuals. Product descriptions or product sources are included for: adaptive toys and toy modifica-tions; head pointers, light pointers, and mouth-sticks; keyboard modification programs; keyguards; electronic communication aids; telecommunication devices for the deaf; switches and controls; optical devices for the deaf; switches and controls; optical character recognition scanners; portable battery-operated printers; portable by sweeters; software resources; speech input systems; speech output computer programs for communication; and speech synthesizers. A general directory of books, pamphlets, catalogs, journals, newletters, companies, and organizations is provided in the Quick Sheet titled "Additional Resources." Other Quick Sheets focus on: associations/advocacy groups/self-help groups, computer access for the blind and visually impaired, computer assessment/training programs, selected information resources for the deaf, networks/bulletin boards/databases, newsietters and journals, training programs in technology in special education, and a selected bibliography of videotapes on augmentative communication and computer access for the handicapped. (JDD)

Vanderheiden, Gregg C. Lee, Charles C.
Guidelines for the Design of Computers and Information Processing Systems to Increase Their Access by Persons with Disabilities, Version 2.0, Wisconsin Univ., Madison. Trace Center.
Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.
Pub Date—Apr 86
Grant—Concession.

te—Apr 86 -G0083C0020; G008300045

Grant—Gpt 3020; G008300045

Note—54p; A product of the Guidelines Task Force of the Government-Industry Initiative on Access to Computer Systems by Disabled Persons. Charts may not reproduce. For related documents, see EC 201 271-280.

Available from—Trace Center, University of Wisconsin-Madisson, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 (37.40).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Accessibility (for Disabled), \*Assistive Devices (for Disabled), \*Communication Aids (for Disabled), \*Computers, \*Design Requirements, \*Disablities, Guidelines, Information Processing, Input Output Devices, Needs Assessment

Many low-cost and no-cost modifications to com-puters would greatly increase the number of dis-abled individuals who could use standard computers abled individuals who could use standard computers without requiring custom modifications, and would increase the ability to attach special input and output systems. The purpose of the Guidelines is to provide an awareness of these access problems and a focal point for listing possible solutions. Section I provides an overview of disability types and the major impacts that each disability has on computer use. Section II contains a listing of problem areas and possible solutions, arranged by the part of the computer involved, including operating systems, keyboards, disabjaly screens, other output devices, mechanical design, and documentation. The Executive Summary contains a chart summarizing the problems, the populations affected, a relative priority, possible solution strategies, and the impact/ben-

efit of such adaptations or modifications on/to the ent or such acaptations or modifications on/to the mass market for the computer. A summary listing of design ideas is presented in three categories: design features to increase the number of people who can use an unmodified computer; design features to fa-cilitate the connection of special accessories or programs needed by more severely involved persons, and to design features to facilitate the use of computers as special devices, such as portable communication side. (JDD)

EC 201 279 ED 289 318

Cress, Cynthia J., Comp.
Bibliography of Vocabulary Frequency and Wordset Analysis Studies, Version 2.0,
Wisconsin Univ., Madison. Trace Center.
Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date-Jun 86 Grant-G00830045

Orani-Guosobos's Note-45p.; A product of the Trace Research and Development Center on Communication, Con-trol, and Computer Access for Handicapped Indi-viduals. For related documents, see EC 201

Available from—Trace Center, University of Wis-consin-Madison, Waisman Center, 1500 High-land Ave., Madison, WI 53705-2280 (56.00). Pub Type— Reference Materials - Bibliographies

(131)

EDRS Price - MF01/PC02 Plus Posts Descriptors—Communication Aids (for Disabled), Difficulty Level, \*Disabilities, \*Letters (Alphabet), Readsbility, Speech Communication, Syllabies, \*Vocabulary, Vocabulary Development, \*Word Frequency, \*Word Lists, Written Language.

This bibliography provides citations to studies of word/letter frequencies and vocabulary applications based on issues of word frequency. While the original intent was to gather information pertinent to developing communication board vocabularies for argumentative communication systems, these resources should be useful for a variety of word frequency applications, including developing social resources and textbooks, estimating relative difficulty of sets of words, developing core vocabulary lists, etc. Its contents include: "Spoken Production Data," "Text Analysis-Original Word Frequency Data," "Comparison/Compilation of Other Frequency Studies," "Vocabulary Frequency Information for Special Populations," "Technical/Specialized Word Frequency Studies," "Diary-Based Vocabulary Frequency Analysis," "Semantically-Based Frequency Analysis," "Semantically-Based Frequency Analysis," "Semantically-Based Frequency Analysis," "Selected Master's These Related to Word Frequency Analysis," "Selected Master's These Related to Word Frequency," (JDD)

ED 289 319 guage
This bibliography provides citations to studies of

EC 201 280

Fillorusel F. And Others

Alternative and Augmentative Communi
Bibliography, Revised.

Wisconsin Univ., Madison. Trace Center.

Pub Date—7 Jul 86 ntative Communication

Pub Date—7 Jul 60 Note—41p; A product of the Trace Research and Development Center on Communication, Con-trol, and Computer Access for Handicapped Indi-viduals. For related documents, see EC 201 271-279.

Available from—Trace Center, University of Wis-consin-Madison, Waisman Center, 1500 High-land Ave., Madison, WI 53705-2280 (\$5.30). Pub Type— Reference Materials - Bibliographies (131)

(131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Communication Aids (for Disabled),
\*Communication Disorders, Computers, \*Disabilities, Sign Language, Symbolic Language
Identifiers—Augmentative Communication Sys-

tems
This bibliography covers alternative and augmentative communication and includes English-language citations for books, journal articles, and conference proceedings. The list contains over 400 citations, organized in alphabetical order by author, with references to publications dated from 1973 to 1986. Each bibliographic entry is coded for the handicapping condition studied, subject characteristics, subject age, symbol systems (auch as Blissymbols or American Sign Language), output modes

(such as microcomputer or printed), and the focus of the paper (such as assessment, communic board design, software development). (JDD)

ED 289 320 EC 201 281 Reddy, G. N. Narayana, Ed. Gopalakrishna, N., Ed

A Decade of NIMHANS (1975-85). National Inst. of Mental Health and Neuro Sciences, Bangalore (India).

Pub Date—86

Pub Date—86
Note—118p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MFDI/PC0S Plus Postage.
Descriptors—Educational Facilities, Foreign
Countries, Medical Services, "Mental Disorders,
"Mental Health, "Neurological Impairments,
"Neurology, Program Development, "Research
and Development Centers

and Development Centers Identifiers—India, National Inst Mental Health Neuro Sciences (India)

Neuro sciences (india)
The development of the National Institute of
Mental Health and Neuro Sciences (NIMHANS) in
Bangalore, India, is chronicled over its 10-year history. The volume begins with an examination of the
Institute's organization and administration, fundinstitute's procedure activities etc. Subsequently. institute's organization and administration, funding, staffing, teaching activities, etc. Subsequently, reports from 26 departments of NIMHANS are included, specifically: psychiatry, clinical psychology, neurosurgery, psychiatric social work, neurosuesthesis, speech/hearing and language, nursing, physical medicine and rehabilitation, neurosubjects answerbieters. nursing, physical medicine and rehabilitation, neu-ororadiology, neurochemistry, neuropathology, mi-crobiology, neurovirology, psychopharmacology, neurophysiology, biophysics, biostatistics, cytoge-netics, central animal research facility, library and information services, publications, medical illustra-tion and audiovisual aids, biomedical engineering section, engineering section, and Ayurvedic re-search. Each departmental report contains a description of manpower development activities, clinical services, recent research studies, and future plans. (JDD)

EC 201 282 ED 289 321

Repnaud, Gerald And Others

Park Hill Secondary Learning Disability Project:
An Alternative Service Delivery Model Implementation Manual.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City, Div. of Vocational Education.; Park Hill School District, Kansas City,

Pub Date-1 Apr 87

Pub Date—1 Apr 87

Note—74p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Curriculum Development, \*Delivery Systems, Demonstration Programs, \*Instructional Development, \*Learning Disabilities, Learning Strategies, \*Mainstreaming, Program Evaluation, Program Implementation, Secondary Education, Special Education Teaching, \*Team

Tais manual describes an alternative service delivery model, developed at Park Hill School District in Missouri, that involves regular and special education secondary-level teachers in a collaborative instructional delivery system. Its three major components include: (1) "A Class within a Class" which places the teacher of mild/moderate learning disabled students in the regular classroom setting to monitor student progress, provide modified materials, and reinforce various skills, while maintaining the regular teacher as primarily responsible for course content; (2) collaborative curriculum development committees involving both regular and special education teachers in writing curriculum and teaching strategies; and (3) the development of a learning strategies curriculum. The program evaluation plan focuses on the appropriateness of the curriculum used, the success of the students involved, the satisfaction of students and parents, and an evaluation of teacher performance. (JDD) This manual describes an alternative service deliv-

EC 201 283

Learning Materials Catalog: A Guide to Selection and Use of Games and Toys. lilnois State Board of Education, Springfield.; Learning Games Libraries Association, Oak Park,

Spons Agency—Administration for Children, Youth and Families (DHHS), Chicago, IL. Re-gion 5.; Illinois Council for Exceptional Children, Peoria. Pub Date—86

Note—277p.; Also sponsored by the Resource Access Project at the University of Illinois.

Available from—Learning Games Libraries Association, Box 4002, Oak Park, IL 60303 (\$21.00 includes postage and handling).

Pub Type— Books (010) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MP01 Plus Postage. PC Not Available feet.

able from EDRS.

able from EDRS.

Descriptors—Auditory Discrimination, Cognitive Ability, Communication Skills, Daily Living Skills, Early Childhood Education, "Educational Games, Elementary Secondary Education, "Instructional Materials, Interpersonal Competence, "Learning Activities, "Learning Problems, Mathematics Instruction, "Physical Disabilities, Psychomotor Skills, Reading Readiness, Tactual Perception, "Toys, Visual Discrimination
The catalog was deviewed to provide information."

Perception, \*Toys, Visual Discrimination
The catalog was developed to provide information
about more than 200 recommended learning games
and toys for all children, especially those with learning problems or physical handicaps. The materials
listed provide educational experiences through
game formats and help to develop gross and fine
motor skills, math and reading readiness skills, cognitive skills, auditory, and visual discrimination. notor skills, math and reading readiness skills, cog-nitive skills, auditory and visual discrimination, communication skills, social emotional skills, life skills, and tactile awareness. The listings are orga-nized alphabetically by toy name within these skill areas. For each listing, the following information is provided: suggested developmental level, suggested interest level, a drawing of the item, brief descrip-tion, suggested uses, manufacturer and price, and skill areas. In an appendix, a chart indicates the toy's availability from eight distributors across the country. Other items contained in the catalog incountry. Other items contained in the catalog in-clude definitions of terms, a consumer's guide to purchasing the toys, and a description of the Learn-ing Games Libraries Association. (JDD)

A Self-Help Curriculum: Teaching Self-Help Skills to the Child with Down Syndrome.

Association for Children with Down Syndrome, Inc., Bellmore, NY.

Pub Date—86

Pub Date-86

Note-47p. Available from—Association for Children with Down Syndrome, 2616 Martin Ave., Bellmore, NY 11710 (\$7.00).

Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Downs Syndrome, Early Childhood Education, "Home Instruction, "Learning Strate-gies, Preschool Curriculum, "Self Care Skills, Teaching Methods

This manual aims to help both teachers and family This manual sims to help both teachers and family members maintain a coordinated program of educational principles and techniques to teach self-help skills to young Down Syndrome children both at school and at home. Section I focuses on general teaching techniques and strategies that can be used to teach many different skills, such as task analysis, reinforcement, modeling, backward chaining, graduated manual guidance, etc. Section II includes appecific techniques related to feeding, dressing, grooming, and toileting. Section III comprises checklists which analyze the skills and break them down into small steps. (JDD)

EC 201 285 Posner, Michael I. And Others
Asymmetries in Hemispheric Control of Attention
in Schlemberg

Asymmetries in riemanguari.
in Schizophrenia.
Washington Univ., St. Louis, Mo.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Pro-

Report No.—ONR-87-8 Pub Date—23 Jul 87 Contract—N00014-86-K-0289

Contract—Nu0u1-486-K-0289
Note—31p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Attention Control, "Brain Hemisphere Functions, "Cognitive Psychology, "Schizophrenia, Spatial Ability, "Visual Stimuli Identifiers—Peripheral Stimuli, Shadowing

Identifiers—Peripheral Stimuli, Shadowing
The study compared the performance of schizophrenic patients and normal controls in their ability
to direct visual attention. The first experiment compared 12 adult schizophrenic patients with 30 control volunteers in their ability to orient attention in
response to peripheral visual cues. The patients
were distinguished from controls by a slower re-

sponse to a target in the right visual field than to a target in the left visual field when attention was not first directed to the target location. The second experiment, involving a spatial orienting task along with "shadowing" a story aloud, indicated that patients were distinguished from controls by a stronger bias in favor of symbolic information over language information about spatial direction. In both experiments, the patients demonstrated deficits in attention similar to patients who had unilsteral lesions of the left hemisphere. (Author/JDD)

Krivacska, James J. Computerized IEP Management Systems. Pub Date—Mar 87

Computer Software, Computer Uses in Education, Disabilities, Elementary Secondary Education, Disabilities, Elementary Secondary Education, Software, Computer Uses in Education, Individualized Education Programs, Management Information Systems, Microcomputers, Needs Assessment, Program Implementation, School Psychologists

The preparation of the Individualized Education Program (IEP) for each handicapped child is seen as cumbersome and time consuming and involves writing similar goals and objectives repetitively for different students. Utilization of a microcomputer-based IEP preparation system has a significant impact on this process and what the school psychologists needs to know about computerized systems and what questions should be asked are the focus of this paper, which describes: (1) the steps the school psychologist should take prior to searching for a computerized system; (2) selection criteria and questions, and (3) implementation issues. The advantages and disadvantages of computerized systems should be considered in a preliminary needs analysis phase. Software specifications should be clearly defined and categorized as absolutely necessary or highly desirable. Implementation issues include staff training in both general computer skills and in software use, parent involvement in the computerization process, and quality control. (JDD)

ED 289 326 EC 201 287

Huinger, Patricia L. And Others
Birth to Three Programs in Illinois: The State of
the Art. Executive Summary.
Western Illinois Univ., Macomb. Coll. of Educa-

Spons Agency—Governor's Planning Council on Developmental Disabilities, Springfield, Ill. Pub Date—Jul 85 Note—49p; For related documents, are EC 201

288-289

Pub Type- Reports - Evaluative (142) EDRS Price - MF01/PC02 Plus Postage. Descriptors- "Disabilities, Early Childhood Education, Eligibility, "Intervention, Models, "Program Development, Program Evaluation, Recordkeeping, Staff Development, State Legisla-tion, \*State Standards Identifiers—\*Early Intervention, \*Illinois This document contains an executive summary of

Identifiers—\*Early Intervention, \*Illinois

This document contains an executive summary of a study designed to: determine the status of early intervention (birth-to-3) programs for handicapped children in Illinois, to make recommendations for future planning, and develop training modules focused on the findings. It discusses the study's rationale, method, and design; estimates incidence rates of handicapping conditions; and reviews state regulations. The document summarizes study results in the following areas: rural and urban program differences, number of children served, service delivery strategies, screening and referral, child evaluation, transition, parent involvement, staff preparation and certification, staff development, staff morale, and funding. Recommended standards for comprehensive birth-to-3 early intervention programs are provided, along with an outline of a model program's components in the areas of program structure, handicap identification, eligibility determination, program development, program implementation, transition, evaluation, and administration. The document concludes with recommendations to improve birth-to-3 programs in Illinois in the areas of approach, standards, personnel certification, record-keeping, funding and budgeting, eligibility criteria, staff development, RIE MAY 1988

program evaluation, and program characteristics.
(JDD)

Hutinger, Patricia L. Marshall, Sue Sharing Centers, Training Module. Western Illinois Univ., Macomb.

Spons Agency—Governor's Planning Council on Developmental Disabilities, Springfield, Ill. Pub Date—Jul 85

Pub Date—Jul 85
Note—48p.; A product of the Macomb 0-3 Rural Project. Sponsored in conjunction with the study of the State of the Art of Birth to 3 Programs in Illinois. For related document, see EC 201 287. Pub Type—Guides - Non-Classroom (055) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Child Development, \*Disabilities, Inservice Education, \*Intervention, \*Parent Participation, Postsecondary Education, Program Evaluation, \*Program Implementation, \*Social Support Groups Identifiers—\*Early Intervention, \*Sharing Centers This module provides the basis for inservice training on the establishment of Sharing Centers, which are small groups of parents and their pre-school

are small groups of parents and their pre-school (birth-3) children, both handicapped and non-handicapped who come together on a regular basis for shared social and developmental experiences. The Sharing Center, as created by the Macomb 0-3 Rural Project in Illinois, involves the family in the rai Project in limnos, involves the ramy in the child's program, provides an additional environ-ment in which to work toward the child's educa-tional goals, and encourages interaction among the participants. The theoretical foundations for Sharparticipants. The theoretical foundations for Shar-ing Centers are described, along with steps involved in setting up the program. Suggested inservice activ-ties, needs assessment procedures, planning work-sheets, and evaluation forms are included. (JDD)

EC 201 289 Rundall, Richard D. Smith, Steven Lynn
Parent Readiness Levels: A Developmental Approach to Parent Intervention. Training Module.
Spons Agency—Governor's Planning Council on Developmental Disabilities, Springfield, Ill.
Pub Date—Jul 85

Note-49p.; Developed under the auspicus of Project RHISE/Outreach and the Macomb 0-3 Rural Project. Sponsored in conjunction with the study of the State of the Art of Birth to 3 Programs ois. Portions of appendices contain margin-

in Illinois. Portions of appendices contain margin-ally legible print.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Developmental Stages, "Disabilities, "Emotional Adjustment, Expectation, individual Needs, Inservice Education, "Intervention, "Parent Education, Parent Participation, \*Readiness This training module on parent readiness levels is based on the premise that parents pass through stages of development in accepting and working with their child's handicap. The module is designed

with their chind is nandrap. In a module is designed to be used in inservice training on parent involve-ment and to aid staff in identifying levels of parent readiness for involvement and in recognizing paren-tal behaviors indicative of each level of readiness. tal behaviors indicative of each level of readiness. The readiness levels can provide a conceptual framework for understanding parents' needs and abilities, and provide a systematic way to respond to parents' capabilities with appropriate expectations. The developmental levels of parent readiness are categorized as: (1) attendance, (2) observation, (3) assistance, (4) participation, (5) planning, and (6) leadership. Techniques for facilitating involvement are discussed. An appendix contains materials useful to the inservice training leader. (JDD)

Guide to Services for the Handicapped.
Virginia Association of Independent Special Education Facilities; Virginia State Dept. of Education, Richmond. Proprietary School Service.
Pub Date—Mar 86
Note—60:

Note—69p. Pub Type— Reference Materials - Directories/Cat-

Note—69p.
Pub Type—Reference Materian
alogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Day Programs, \*Disabilities, \*Educational Facilities, \*Private Schools, Residential
Schools, Special Education, \*Special Schools
Identifiers—Virginia

4 lists facilities that have been issued
facilities that have been issued
facilities that have been issued

Schools, special Education, State Identifiers—Virginia
This guide lists facilities that have been issued certificates by the Virginia Board of Education to serve handicapped individuals. The 56 facilities listed include both day programs and residential

programs and include services to all age groups from birth through adulthood. Each listing includes facility name and address, administrator and contact person, telephone number, type of facility, handicaps served, numbers and ages of students served, conditions excluded, details of services offered and rates charged, approved sources of funding, licenses/approvals, and associations and affiliations. A list of the members of the Virginia Association of Independent Special Education Facilities is also contained in the guide. (JDD)

ED 289 330

EC 201 291

Winter, Gwen W.

Identifying Children in Grades 1-3 Who Are Gifted and Talented in Visual and Performing Arts Using Performance Rated Criterion.

Pub Date—Feb 87

Pub Date—Feb 87

Note—131p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Ability Identification, Criterion Referenced Tests, "Evaluation Methods, "Gifted, Primary Education, Screening Tests, State Legislation, "Talent, "Talent Identification, "Theater Arts, "Visual Arts
Identifiers—South Carolina enacted the Education of Swith Carolina enacted the Education.

Arts, \*Visual Arts
Identifiers—South Carolina
The state of South Carolina enacted the Educational Improvement Act of 1984 which mandated
the identification of young students gifted in the
visual and performing arts. This practicum sought to
effectively identify South Carolina children in
grades 1-3 who were gifted and talented in art, music, drama, and dance. The program used an interdisciplinary approach with an array of
criterion-based procedures, such as written forms,
student interviews, and student auditions, that were
considered to be economically feasible, socially visuble, practicable, and consistent with the legal mandate. The screening and evaluation process involved
a nomination phase, an evaluation by art specialists
who were on the school staff, and a rating by a panel
of expert judges. The practicum identified 21 of 158
children (13%) as being gifted/talented, and
achieved 98% agreement between art specialists'
ratings and the experts' ratings. (Author/JDD)

ED 289 331 EC 201 292

Yeckes, Shelley
A Program Designed for Improving Listening
Skills while Attending to Directions to Complete

Pub Date—87
Note—96p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—"Attention Control, "Attention Deficit Disorders, "Behavior Modification, Grade 2, Intervention, "Learning Disabilities, "Learning Modalities, "Listening Skills, Motivation, Multisensory Learning, Primary Education, Study Behavior, Study Skills, Teaching Methods, Time on Task

on Task Six learning-disabled second-grade resource room students with auditory deficits had poor listening skills that inhibited their attention to directions and skills that inhibited their attention to directions and their accurate completion of assignments. Using a curriculum which incorporated visual, suditory, and kinesthetic modalities, the practicum project encouraged and motivated the children and involved them in listening drills and activities. The children were also instructed to repeat all directions given by the teacher and to maintain eye contact with the teacher. Several devices were used to measure and evaluate the students' behavior, including attention checklists. Results showed that the students had achieved success in increasing their attention, improving their listening skills, responding to the teacher's questions, accurately completing directed assignments, and accurately completing directed assignments. (Author/JDD)

ED 289 332

EC 201 293

Tillona, Salvatore
Enhancing Success of Mainstream Elementar,
Special Education Students by Teaching Socia
Skills and Monitoring Behavior and Academi Progress. Pub Date—Mar 86

Pub Date—Mar 80
Note—101p; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)
EDRS Price - MP01/PC05 Plus Postage.

Descriptors—\*Disabilities, Elementary Education, \*Interpersonal Competence, \*Mainstreaming, Peer Teaching, \*Social Support Groups, Student Placement, Teacher Attitudes, \*Transitional Pro-Placement, Teach grams, Tutoring Five elementary

ive elementary special education students were mainstreamed to a regular classroom for portions of mainstreamed to a regular classroom for portions of their school day. A support team, consisting of the school psychologist, the principal, and the guidance counselor, was established to monitor their progress and provide assistance with both behavioral and ed-ucational problems. Peer tutors were provided to help each mainstreamed student with his/her scademic skills, and lessons in social skills were also given. Results showed that the students were sucgiven. Results showed that the students were ste-cessful both socially and academically, and that the social skills lessons carried over to the classroom. Results also showed that the participating teachers had a positive attitude towards the mainstreaming experience. (JDD)

ED 289 333

EC 201 294

Roch Larry
The Increase of Regular Teacher Participation
during Multidisciplinary Team Meetings Using
the School Psychologist as Facilitator.

Pub Date-Dec 86

Pub Date—Dec 36
Note—38p; Ed.D. Practicum, Nova. University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Conferences, Decision Making,
"Disabilities, Elementary Secondary Education,
"Interdisciplinary Approach, Intervention,
"School Psychologists, Special Education, "Student Placement, "Teacher Participation, Teacher

The goal of this project was to increase regular teacher attendance and active participation during multidisciplinary team (MDT) conferences held to ensure appropriate decisions regarding eligibility, placement, and programming of special needs students. The school parkologist as a member of the dents. The school psychologist, as a member of the team in the target school in Dade County, Florida, team in the target school in Dade County, Florida, met with each regular teacher to review the teacher's role in the MDT process and to share information regarding the referring problem, psychoeducational findings, perceived eligibility and goals. In addition, the MDT agenda was reviewed and discussed in light of teacher contribution to the process. Observational data gathered from subsequent MDT meetings showed that the participating teachers then attended MDT meetings, verbalized assessment information, and verbalized recommendations more frequently. (Author/JDD)

ED 289 334

Tirmiya, Nurit And Others
Facial Expressions of Emotion: Are Autistic Children Different from Mentally Retarded and Normal Children?

Pub Date-Apr 87

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

meni (paidimore, MD, April 23-20, 1987).
Pub Type—Reports - Research (143) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Affective Behavior, Affective Measures, \*Autism, Emotional Response, \*Pacial Expressions, \*Mental Retardation, Nonverbal Communication, Preschool Children, Spontaneous Behavior.

Communication, Preschool Children, Spontane-ous Behavior

The study examined the spontaneous expressions of affect displayed by 18 autistic and 18 mentally retarded children matched for chronological age and mental age, as well as a group of 18 normal children matched for mental age only. Affect ex-pressions were coded from videotapes of a standard child-experimenter interaction designed to assess prelinguistic communication skills. The experi-menter presented the child with different toys, initi-ated social games and turn-takine activities, pointed ated social games and turn-taking activities, pointed at posters around the room, and made simple re-quests of the child. Results indicated that the autistic subjects were not more neutral or flat in their affect compared to the mentally retarded and nor-mal subjects. However, the autistic children showed a greater variety of affect expressions as a greater variety of affect expressions and spent more time displaying discrete negative affect expressions. In particular, they displayed negative and incongruous blends not displayed by any of the other children. This unique pattern of autistic children's affect expressions may be syndrome-specific, and may contribute to the difficulty that others experience in reading the affective signals of autistic children. (Author/JW)

ED 289 335

EC 201 296

ED 289 335
Seidenberg, Pearl L.
Social and Personal Characteristics of the Learning Disabled: Limitations and Implications for the Adolescent and Young Adult. Position Paper Series: Document No. 9.
Long Island Univ., Brooklyn, NY.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Part Date—Lan 87

Note—19p.: A part of the Transition Project, Learning How to Learn: A High School/College Linkage Model to Expand Higher Education Opportunities for Learning Disabled Students. Portions contain light type.

Pub Type— Information Analyses (070) — Opinion

Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

able from EDRS.

Descriptors—Adolescents, Interpersonal Communication, \*Interpersonal Competence, \*Interpersonal Relationship, \*Learning Disabilities, Motivation, Peer Relationship, Research Needs, Self Concept, Self Esteem, \*Social Adjustment, Young Adults

The asset examines current research on the social.

The paper examines current research on the social and personal competence of learning disabled (LD) adolescents and young adults, revealing two major lines of inquiry: (1) interpersonal environment (per-ceptions by others, sociometric status, social behav-ior deficits, verbal and nonverbal communication akills), and (2) affective status (self-concept, motiva-tional patterns). Major limitations are identified to include the practice of studying LD subjects as a homogeneous population (masking their heteroge-neity), and the lack of a conceptual model for clarineity), and the lack of a conceptual model for clarifying the components and/or skills involved in social and personal functioning. An emphasis on subtypes of learning disabilities and a component analysis of social and personal competencies as they relate to specific settings are recommended in order to generate new and relevant research which can pinpoint individual needs more precisely. A 65-item reference list is appended. (JW)

ED 289 336

EC 201 297

Ed. 201 25 Scidenberg, Pearl L. The Unrealized Potential: College Preparation for Secondary Learning Disabled Students. A Guild for Secondary School Administrators, Faculty, and Parents. Position Paper Series: Document No. 10.

No. 10. Long Island Univ., Brooklyn, NY. Spons Agency—Office of Special Education an Rehabilitative Services (ED), Washington, DC. Pub Date—Apr 87

Pub Date—Apr 87
Note—30p.; A part of the Transition Project, Learning How to Learn: A High School/College Linkage Model to Expand Higher Education Opportunities for Learning Disabled Students. Pub Type— Guides - Non-Clasaroom (055)
EDRS Price - MF01/POL2 Plus Postage.
Descriptors—\*College Preparation, Cooperative Planning, Educational Opportunities, Individualized Education Programs, \*Learning Disabilities, Mainstreaming, Secondary Education, Student Educational Objectives, \*Student Placement, \*Transitional Programs

Secondary Education, Student Educational Objectives, \*Student Placement, \*Transitional Programs

The guide identifies and discusses critical components of high school programs designed to facilitate college bound learning disabled (LD) secondary students for the demands of college settings. First, secondary programming needs to include integration of LD students into college preparatory mainstream classes. Collaborative instructional planning between regular and special education teachers using a curriculum-based assessment approach is accound critical component. Finally, a high school-to-college transition plan that directly addresses college preparatory outcomes needs to be developed and included as part of the individualized education program (IEP) placement and planning process. Such a programmatic effort will require administrative support, inservice and preservice training for high school personnel involved in the transition process, parental and student involvement, and greater collaboration between high schools and colleges. Appendixes contain sample study guides, an outline of basic competencies needed for postsecondary education and a sample transition plan. (JW)

ED 289 337

EC 201 298

ED 289 357 EC 201 298
Barr, Alyce And Others
Successful College Tutoring: Focusing on the
Learning Disabled Student in the Learning Center. Position Paper Series: Document No. 11.
Long Island Univ., Brooklyn, NY.
Spons Agency—Office of Special Education and
Rehabilitative Services (ED), Washington, DC.
Phy Data Age 87.

Rehabilitative Services (ED), Washington, DC.
Pub Date—Apr 87
Note—26p; A part of the Transition Project, Learning How to Learn: A High School/College Linkage Model to Expand Higher Education Opportunities for Learning Disabled Students.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*College Students, Computer Oriented Programs, Higher Education, \*Learning Disabilities, Reading Comprehension, \*Reading Skills, Student Characteristics, \*Study Skills, \*Tutoring, Vocabulary Skills, \*Study Skills, \*Tutoring, Vocabulary Skills, \*Tutori learning disabilities and list characteristics of LD college students in such areas as reading, written language, and listening and speaking. Contents include tutoring suggestions in three academic areas: (1) reading (reading flexibility, aids to comprehension, vocabulary development, and development of test questions); (2) writing (techniques to generate ideas, enrich vocabulary, improve organization, improve proofreading, and the use of computers to teach writing); (3) study skills (organization, questioning techniques, memory devices). Appendices include a college study skills checklist and a sample log for tutors to record student progress. (JW) arning disabilities and list characteristics of LD

EC 201 299

Seelig, Shari
A College Guide for LD Service Providers, Position
Paper Series: Document No. 12.
Long Island Univ., Brooklyn, NY.
Spons Agency—Office of Special Education and
Rehabilitative Services (ED), Washington, DC.

Rehabilitative Services (EĎ), Washington, DC. Pub Date—Apr 87 Note—29p.; A part of the Transition Project, Learning How to Learn: A High School/College Linkage Model to Expand Higher Education Opportunities for Learning Disabled Students. Pub Type—Guides - Non-Classroom (055) EDRS Price - MF01/PO2 Plus Postage. Descriptors—College Admission, "College Role, "Delivery Systems, Higher Education, Individualized Instruction, "Learning Disabilities, Mainstreaming, "Services, Student Characteristics Identifiers—Rehabilitation Act 1973 (Section 504) The paper briefly reviews current issues and con-

Identifiers—Rehabilitation Act 1973 (Section 204)
The paper briefly reviews current issues and concerns facing postsecondary schools that provide services to learning disabled (LD) students. The following topics are discussed: college admissions policies, implications of Section 504 of the Rehabilitation Act of 1973, characteristics of LD college tation Act of 1973, characteristics of LD college students, accommodations to meet their special needs, teaching suggestions for college faculty who have LD students in their classes, and components of a support services program for LD college stu-dents. The bulk of the document consists of sample forms (e.g., application forms for student support services) and lists of organizational and print re-sources. Thirty-three references are also provided.

EC 201 300

Albert, Robert S. Runco, Mark A.
Educational and Family Perceptions of Exceptionally Gifted and Gifted Preadolescent Boys.

hub Date—Apr 87

Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

ment (Baltimore, MD, April 23-26, 1987).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Awareness, 'Family Relationship, "Gifted, 'Intelligence Differences, Intermediate Grades, Males, Mathematics, "Peer
Relationship, "Personality Traits, Preadolescents,
School Attitudes, Sciences, "Self Evaluation (Individuals), Student Attitudes
The study examined the perceptions of two gifted
samples (n=54) and a nongifted control group
(n=130) of preadolescent boys (ages 12-13) regarding their school and peer experiences, intrafamily

roles, discipline and identification models, and career choices. Results of a 62-item questionnaire indicated that the group identified as having exceptionally high intelligence quotient ([Q]) screes (above 150) considered a wider range of careers and perceived their families as warmer and more closely knit than did boys in the sample identified as exceptionally gifted in math/science (based on standardized measures of mathematical and science aptitude acores). Subjects in the sample identified as gifted in math/science had a more positive and academic view of school. Exceptionally gifted subjects' views matrix science had a more positive and academic view of school. Exceptionally gifted subjects' views of school were significantly correlated with their cognitive scores but unrelated to their creative scores. Results suggested that preadolescent boys' reported school and family experiences differed acceptances to the property of the school and family experiences differed acceptances. cording to type of cognitive giftedness as well as whether or not they were cognitively gifted. Family and psycho-educational implications are discussed. (Author/IW)

## FI.

ED 289 340 ks, Elaine FL 016 934

Case Studies of "Unskilled" ESL College Writers: An Hypothesis about Stages of Development.

Note 42p.; Paper is based on a doctoral disserta-tion, New York University.

tion, New York University.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Code Switching (Language), College Students, \*English (Second Language), English for Academic Purposes, Higher Education, \*Skill Development, Writing (Composition), Writing Instruction, \*Writing Processes, \*Writing Skills (Identifier—City University of New York -City University of New York Identifiers

A study examining the writing processes of five college students for whom English was a second language is reported. The students were labeled "unskilled" writers because of their inability to pass "unskilled" writers because of their inability to pass a university writing proficiency test. The study looked at: (1) the composing behaviors these students exhibited; (2) the conscious composing strategies they think they use; (3) the systematic composing processes implied by their behaviors and conscious strategies; (4) the ways in which their writing histories have influenced the way they compose; and (5) what their texts reveal about these systematic composing processes. Data were colpose; and (5) what their texts reveal about these systematic composing processes. Data were collected from writing samples and interviews. Based on those observations, a three-stage process of writing skill development is outlined and the personal characteristics, language proficiency, composing process, ability to handle content, and instructional models of writing at seat of writing at seat of white process. needs of writers at each stage are described. Impli-cations for writing instruction are discussed. (MSE)

Sandefur, John R. An Australian Creole in the Northern Territory: A Description of Ngukurr-Bamyili Dialects (Part 1). Work Papers of SIL-AAB, Series B, Volume

er Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch. Report No.—ISBN-0-86892-191-2 Pub Date—Feb 79

Pub Date—Feb 79
Note—187p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—\*Creoles, Descriptive Linguistics,
\*Dialects, Foreign Countries, Form Classes (Languages), "Grammar, "Indigenous Populations,
\*Phonology, Phrase Structure, Pidgins, Sentence Structure, Spelling
Identifiers—\*Australia (Northern Territory), Ngu-

A description of the creole language spoken in the Roper River area of Australia's Northern Territory, Roper River area or Austrana's Nortnern Territory, this paper is intended for the practical use of Euro-peans working in the area. An introductory section discusses the role and status of pidgins and creoles in modern Australia, the development of creole in the Roper River area, and the distinction between pidgin, creole, and corrupt English. Subsequent chapters describe: (1) the sound system of the creole, based on the contrastive sounds of English and aboriginal languages and the interference and leveling patterns; (2) a proposed practical orthography; (3) nouns, pronouns, adjectives, and the noun phrase; (4) verbs and the verb phrase; (5) preposi-tions and the prepositional phrase; and (6) simple sentence structure. (MSE)

FL 017 05 Special Galang Issue. Passage: A Journal of Refu-gee Education. FL 017 056

gee Education.
Center for Applied Linguistics, Washington, DC.
Refugee Service Center.
Spons Agency—Department of State, Washington,
DC. Bureau of Refugee Programs.

Pub Date-87 Pub Date—87
Note—56p.; Photographs will not reproduce well.
Journal Cit.—Passage: Journal of Refugee Education; spec iss 1987
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

EDRS Price - Acculturation - Elevalish (Second

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Acculturation, \*English (Second Language), Foreign Countries, Immigrants, Indochinese, \*Orientation, \*Program Administration, \*Refugees, \*Relocation, Second Language Instruction struction

"Refugees, "Relocation, Second Language Instruction
Identifiers—"Indonesia (Galang), "Overseas Refugee Training Program
A special issue of the Journal of Refugee Education devoted to the Galang (Indonesia), site of the Overseas Refugee Training Program, contains these articles: "Origins of the Galang Program: A Historical Perspective" (Melvin E. Frarey); "'I Can't Believe I Am Flying over the South China Sea..."
(Elizabeth Tannenbaum); "The Beginning" (Fred Ligon); "ESL World" (Jon Phillips); "All Is Clear under the CO [Cultural Orientation] Sky" (David Ancel, Kathleen Hamilton); "Work Orientation"
(Chuck Schumacher); "Administration in the Field" (Larry Ritter); "Galang As We See It" (Galang Refugee Processing Center staff); "Back Again" (Linda Schneider); "Cultural Forum": Galang's Own Magazine" ("Cultural Forum staff); "Processing U.S.-Bound Refugees in Indonesia" (Alan Barr); "The Learning Center" (Galang Learning Center staff); and "Learning English Begins with RESL [Regular English as a Second Language]" (Michael Kendellen). (MSE)

FL 017 057

Passage: A Journal of Refugee Education, Volume 3, Numbers 1-3, 1987. Center for Applied Linguistics, Washington, DC. Refugee Service Center.

Spons Agency—Department of State, Washington, DC. Bureau of Refugee Programs.

Note—196p; Photographs will not reproduce well. Journal Cit—Passage: Journal of Refugee Educa-tion; v3 n1-3 1987

Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—"Acculturation, Artists, Children, Community Services, Drama, Elective Courses, Elementary Secondary Education, English (Second Language), "Ethnic Groups, Foreign Countries, "Indochinese, Job Search Methods, Land Settlement, Language Proficiency, Language Tests, Literacy Education, Maps, Medical Services, Mental Health Programs, On the Job Training, "Orientation, Paraprofessional Personnel, Photography, Poetry, Pupperty, "Refugees, "Relocation, Resumes (Personal), School Newspapers, Second Language Instruction, Simulation, Staff Development, Student Developed Materials, Translation, Vocational Education, Writing Instruction

Instruction

als, Translation, Vocational Education, Writing Instruction
The three 1987 issues of the Journal of Refugee Education include articles on the following topics: on-the-job training: preparing refugee children for elementary school programs; examining attitudes and stereotypes through video; older teenagers at the Bataan (Philippines) refugee site; developing a survey course in Indonesian culture for secondary school students; the refugee translator's perspective; intercultural communication; a traditional medicine center; English as a second language (ESL) curriculum development; refugee hesitancy to ask questions; refugee artists; teaching community services; a conversation with two Lao monks; variety and choice in cultural orientation course; the Dega people; job interview simulation; fluency building; cultural orientation for and special problems of Eastern European refugees; Teachers of English to Speakers of Other Languages annual meeting session summaries; drams for secondary students; a writing program; resume writing; developing ESL literacy in young children; mental health service delivery; stu-

dent newspapers; staff development; the Cao Dai religion; U.S. resettlement status; ESL reading for young children; the Black Tai; informal language testing; student map making; new teacher experiences; history instruction; preparation for bureau-cracy; native language literacy; the community as a language resource; low-level ESL teaching tech-niques; and visits to overseas refugee sites. (MSE)

FL 017 05 Stansfield, Charles W. Kenyon, Dorry Mann Issues and Answers in Extending the ACTFL Proficiency Guidelines to the Less Commonly Taught Languages.

Taught Languages.
Center for Applied Linguistics, Washington, D.C.
Pub Date—Nov 87

Note—19p.
Pub Type— Reports - Evaluative (142) — Opinion Pub Type— Reports - Evaluative (142)
Papers (120)
EDRS Price - MF01/PC01 Plus Posta

DMS Price - MF01/PC01 Plus Postage.
bescriptors—African Languages, Arabic, Code
Switching (Language), Diglossia, Educational Resources, Hindi, Indonesian, \*Language Proficiency, Program Descriptions, Second Language
Learning, \*Second Languages, Sociocultural Patterns, \*Standards, Teaching Guides, \*Testing
Problems, \*Test Use, \*Uncommonly Taught Lan-

guages Identifiers—\*ACTFL ETS Language Proficiency

Identifiers—"ACTFL ETS Language Proficiency Guidelines
A discussion of the use of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in teaching and testing less commonly taught languages (LCTL) describes a two-year project on that topic and looks at specific problems with four languages or language groups. The project was to familiarize LCTL teachers with the guidelines through a series of workshops, and to provide a forum for examining issues involved in adapting them for LCTL use. The languages discussed include: Arabic and the problem of diglossia, with separate standards for spoken and written language; Hindi and the issue of code-switching to and from English; Indonesian and the importance of so icolinguistic rules that are rigid and necessary to even basic proficiency in that language; and African languages and the problem of limited resources for instructional development in such a large and diverse language group. Much work remains to be done in extending the use of the guidelines beyond the commonly taught languages because of the issues not encountered in working with western languages. (MSE)

ED 289 345 FL 017 059 Stansfield, Charles W., Ed. Harman, Chip, Ed.
ACTFL Proficiency Guidelines for the Less Commonly Taught Languages. A Familiarization Project for the Development of Proficiency Guidelines for Less Commonly Taught Lan-

guages.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.; Center for Applied Linguistics, Washington, D.C.
Spons Agency—Department of Education, Washington, DC.

Ph. Day, 87

Pub Date-87

Grant-G008540634

Grant—G008540634
Note—207p.
Pub Type— Collected Works - General (020)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—African Languages, Arabic, Bibliographies, Hindi, Indonesian, Information Sources, Interviews, Introductory Courses, \*Language Proficiency, \*Language Tests, Material Development, Oral Language, \*Standards, \*Testing Problems, \*Test Use, \*Uncommonly Taught Languages
Identifiers—\*ACTFL ETS Language Proficiency

Guidelines

A collection of papers on the use of the American
Council on the Teaching of Foreign Languages
(ACTFL) Proficiency Guidelines for instruction
and testing in less commonly taught languages includes: the 1986 ACTFL Proficiency Guidelines;

(Testine Seather Beoficiency: The Oral Intercious) cludes: the 1986 ACTFL Proficiency Guidelines; "Testing Speaking Proficiency: The Oral Interview" (Pardee Lowe, Jr., Judith E. Liskin-Gasparro); a review of the Interagency Language Roundtable Oral Proficiency Interview (Pardee Lowe, Jr.); "Adapting the ACTFL/ETS Proficiency Guidelines to the Less Commonly Taught Languages" (Irene Thompson, Richard T. Thompson, and David Hiple); "Materials Development for the Proficiency-Oriented Classroom" (Jeannette D. Bragger); a "Topical Bibliography of Proficiency-Related Issues" (Vicki Galloway, Charles W. Stansfield, and Lynn E. Thompson); "Arabic Proficiency Guidelines" (Roger Allen); "A Model of Proficiency-Based Testing for Elementary Arabic" (R. J. Rumunny); "The Arabic Guidelines: Where Now?" (Roger Allen); "The Application of the ILR-ACTFL Test Guidelines Indonesian" (John U. Wolff); "Some Preliminary Thoughts about Proficiency Guidelines in Hindi (Vijay Gambhir); and "African Language Testing and ACTFL Team Testing" (David Dwyer, David Histo). (MS) Hiple). (MSE)

FL 017 060 TESOL Newsletter, Vol. 16, 1982.
Teachers of English to Speakers of Other Lan

guages. Pub Date—82

Note—205p. Journal Cit—TESOL Newsletter; v6 n1-6 Feb-Dec

1982
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adult Education, Bilingual Education, "Classroom Techniques, Elementary Education, Employment Practices, "English (Second Language), Federal Legislation, Instructional Materials, Language Teachers, Library Skills, Literacy, Multilevel Classes (Second Language Instruction), Newsletters, Professional Associations, "Program Effectiveness, Public Policy, Resumes (Personal), Second Language Instruction, "Teacher Burnout, Teacher Certification Identifiers—Texas

The 1982 volume of the Teachers of English to The 1982 volume of the Teschers of Enginsh to Speakers of Other Languages (TESOL) newaletter includes articles on: getting results from English programs, second language teacher burnout; em-ployment practices; language-related national poli-cies and legislation; English as a second language (ESL) teacher certification in Texas; library search strategies for international students; illiteracy; in-structional materials in and for China, ESL and bistructional materians it and for China, Est and of-lingual education in the next decade; a satirical look at ESL teaching; resume writing; assessing reading skills in beginning ESL students; going beyond ca-reer education; coping with the multilevel class-room; adult ESL; the elementary and bilingual room; adult ESL; the elementary and bilingual teacher; teaching in a foreign university classroom; collective bargaining; federal legislative action; rec-onciling competing instructional approaches; and directions in applied linguistics. Professional an-nouncements, association notes, book and materials reviews, and notes on successful teaching tech-niques are also included. (MSE)

FL 017 061 TESOL Newsletter, Vol. 17, 1983. Teachers of English to Speakers of Other Languages. Pub Date-

Note-197p. Journal Cit-TESOL Newsletter: v17 n1-6 Feb-

Dec 1983

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors— \*Classroom Techniques, Computer Assisted Instruction, Deafness, Educational Policy, Employment Practices, \*English (Second Language), Federal Legislation, Foreign Countries, Foreign Students, Higher Education, Interlanguage, Japanese, Language Teachers, Newsletters, Professional Associations, Refugees, Newsletters, Professional Associations, Refugees, Newsletters, Professional Associations, Refugees, Newsletters, Professional Associations, Second Language Learning, Teacher Certification, Teacher Education, Uncommonly Taught Languages, Vocational Education, Writing Instruction

tion

Identifiers—Placement Tests

The 1983 volume of the Teachers of English to
Speakers of Other Languages (TESOL) newsletter
includes articles on the growth in foreign student
enrollments; recommended reading; English as a
second language (ESL) teacher employment survey
results; getting program support; federal legislative
efforts; second language acquisition and acquisition
of English by the deaf; teaching verbs; employment
conditions in Chins; the growth of "Forum" magazine; teaching difficult texts at the university level;
the international role of TESOL; facilitating autonomy in language learning; computer-assisted lanomy in language learning; computer-assisted lan-guage learning; collective bargaining; a study of the links between linguistic background and reading achievement; classroom research on language use; policy on foreign students in the United States; constructing diagnostic tests for placement and teach-ing; learning Japanese the Silent Way; vocational education for limited-English-proficient students;

standards, accreditation, and certification interlanguage; cultural aspects of prevocational ESL; English on the job; computer-assisted language learning in a master's program for ESL teachers; learning in a master's program for ESL teachers, helping refugees learn to solve problems; teaching essay writing; role-playing; using the computer for communicative teaching; and employment prac-tices. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also presented.

FL 017 062 TESOL Newsletter, Vol. 18, 1984. Teachers of English to Speakers of Other Languages. Pub Date—84

Note-211p. Journal Cit-TESOL Newsletter; v18 n1-6 Feb-Dec 1984

Journal Cit—TESOL Newsletter; v18 n1-6 FebDec 1984
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PCD9 Plus Postage.
Descriptors—Adult Education, Bilingual Education, Computer Assisted Instruction, Computer
Software, Courseware, Cultural Awareness, Developing Nations, Disabilities, Employment Practices, \*English (Second Language), Foreign
Countries, Foreign Students, Limited English
Speaking, Literacy, Mainstreaming, Newsletters,
Part Time Faculty, Professional Associations,
Second Language Instruction, Self Evaluation
(Groups), Self Evaluation (Individuals), Student
Teaching, Teacher Developed Materials, Teacher
Education, Technological Advancement, Telephone Usage Instruction, Writing Instruction
Identifiers—China, Japan, Kenya, Namibis, Peru
The 1984 volume of the Teachers of English to
Speakers of Other Languages (TESOL) newsletter
includes articles on language competence and cultural awareness in the United States; interest in English in Peru; employment trends; the case method

includes articles on language competence and cultural awareness in the United States; interest in English in Peru; employment trends; the case method in adult English as a second language (ESL); evaluating computer assisted instruction; the "askura" technique; writing and editing instruction; practice teaching; ESL literacy; second language learning theory and writing instruction; part-time teaching issues; teaching English to Namibians; international issues; Japanese students; peer telephoning; ESL program self-evaluation; public school teacher ducation and ESL; ESL in Kenya; public domain software; the handicapped limited-English-proficient student; computer-generated materials for reading comprehension; teacher and ESL association responsibilities; using native pop music for instruction; the importance of language competence in education; teacher self-observation; Chinese English language education; surveys and second language learning; computer technology and national development; the National Association for Foreign Student Affairs; the British Council; instructional software; and bilingual education mainstreaming. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also presented. (MSE)

ED 289 349 FL 017 063 TESOL Newsletter, Vol. 19, 1985. Teachers of English to Speakers of Other Lan-

guages. Pub Date—85

Note-222p. Journal Cit-TESOL Newsletter; v19 n1-6 Feb-Dec 1985

Dec 1985
Pub Type— Collected Works - Serials (022)
EDRS Price - MP01/PC99 Plus Postage.
Descriptors—\*Classroom Techniques, Computer Software, Courseware, \*English (Second Language) Cederal Government, Foreign Countries, Grammar, Hearing Impairments, Language Standardization, Language Tests, Learning Strategies, \*Listening Comprehension, Newsletters, Professional Associations, Reading Instruction, Scholarly Journals, Second Language Instruction, Surveys, Test Bias, Writing Instruction Identifiers—Arizona
The 1985 volume of the Teachers of English to

Surveys, Test Bias, Writing Instruction
Identifiers—Arizona
The 1985 volume of the Teachers of English to
Speakers of Other Languages (TESOL) newsletter
includes articles on the role of grammar in language
teaching; teaching English in Spanish schools; software for English as a second language (ESL); ESL
teacher employment overseas; reading in English
for special purposes; ESL techniques for hearing-impaired students; internationalization and
standardization of English; learner assessment
through surveys; using a grid in beginning reading;
language use in the classroom; principles of materi-

als design; selection of reading for ESL students; overseas teaching; journals of interest in the field; federal initiatives; learning strategies; language test-ing bias; composition reformulation; bilingual ing bias; composition reformulation; bilingual teacher certification in Arizona; development of lia-tening skills; computerizing intensive English; emment issues; and notetaking. Professional ouncements, association notes, book and materials reviews, and notes on successful teaching tech-niques are also presented. (MSE)

FL 017 064 TESOL Newsletter, Vol. 20, 1986.
Teachers of English to Speakers of Other Lan-

Note-197p. Journal Cit-TESOL Newsletter; v20 n1-6 Feb-Dec 1986

Dec 1986
Pub Type— Collected Works - Serials (022)
EDRS Price - MP01/PC08 Plus Postage.
Descriptors— "Classroom Techniques, Cloze Procedure, Computer Assisted Instruction, Computer Software, Courseware, Culture Conflict, Developing Nations, "English (Second Language), Enrollment Projections, Foreign Countries, Foreign Students, Library Collections, Listening Comprehension, Masters Degrees, Newaletters, Open Universities, Part Time Faculty, Professional Associations, Questioning Techniques, Radio, Reading Rate, Religion, Second Language Instruction, Self Evaluation

Techniques, Radio, Reading Rate, Religion, Second Language Instruction, Self Evaluation (Groups), Student Rights, Teaching Assistants, Writing Instruction
The 1986 volume of the Teachers of English to Speakers of Other Languages (TESOL) newletter includes articles on computer-assisted language learning; writing instruction; international teaching of English as a second language (ESL); computer software and courseware; learners' rights; Islam in the ESL classroom; English for international teaching assistants: reform in English teaching in Egypt: ing assistants; reform in English teaching in Egypt; intensive English enrollment forecasting; ESL in the developing world; listening comprehension instruction; part-time teaching issues; cloze procedure; library collections for ESL; increasing reading rates; teaching reciprocal questioning word processing in teaching reciprocal questioning; word processing in ESL composition; program self-evaluation; amateur radio and ESL; master's degrees and ESL teaching; communicative writing for overcoming cultural bar-riers; and teaching in an open university overseas. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also included. (MSE)

TESOL Newsletter, Vol. 21, 1987. Teachers of English to Speakers of Other Lan-

guages. Pub Date—87

Note-210p. Journal Cit-TESOL Newsletter; v21 n1-6 Feb-Dec 1987

Dec 1987
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors— \*Computer Assisted Instruction, Employment Practices, \*English (Second Language), Films, Foreign Countries, Foreign Students, Intensive Language Courses, Language Teachers, Literacy, Masters Degrees, Newsletters, Professional Associations, Program Evaluation, Groups), Teacher Developed Materials, Teacher Education, Teacher Student Relationship, Teaching (Occupation), Textbooks, \*Writing Instruction

tion
Identifiers—China, Korea
The 1987 volume of the Teachers of English to
The 1987 volume of the Teachers of English to
The 1987 volume of the Teachers of English to
Includes articles on developing exercises for use
with films in the classroom; foreign students; profeswith mins in the classroom; foreign students; protes-sionalism and the master's degree in teaching En-glish as a second language (ESL); international issues; the politics of ESL instruction; teachers in the computer laboratory; connecting with the com-munity in intensive ESL; current directions in ESL; ESL as a profession; composition instruction; the textbook explosion; entering the field of teacher training; computer-mediated communication; teaching non-literate adults; ESL instruction in teacning non-literate adults; ESL instruction in Chins; program self-evaluation; the teacher-student relationship; teaching ESL in Korean universities; British versus American English, and an employ-ment concerns survey. Professional announce-ments, association notes, books and materials reviews, and notes on successful teaching techniques are also presented. (MSE)

FL 017 066 Holt, Daniel D. And Others English for Teachers. Peace Corps, Seoul (South Korea). Pub Date—74

Peace Corps, sooul (South Rorea).

Pub Date—74

Note—112p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/POt5 Plus Postage.

Descriptora—\*Classroom Communication, \*Daily

Living Skills, Dialogs (Language), \*English (Second Language), Foreign Countries, Grammar,

Health Education, Interpersonal Communication,

Proverbs, \*Reading Materials, Second Language
Instruction, Teacher Student Relationship,

Teaching Guides

Identifiers—\*Peace Corps, \*South Korea

The text for English as a second language is deaigned to help Peace Corps volunteers and Korean

teachers of English improve English language in
struction in South Korea. It is not a complete

course, but a review of basic English grammar for

use in classroom communication, designed as a basis

for curriculum and materials development. Topics

covered in the units include the environment, confor curriculum and materiais developmen. Topics covered in the units include the environment, contemporary living, careers, health, adventure and travel, and interpersonal communication. Each unit contains a reading selection, notes on grammatical points, sample conversational exchanges, songs or quotations, and writing exercises. (MSE)

ED 289 353 FL 017 067

ED 289 353

FL 017 067

Holt. Daniel D. And Others

Supplement to MFT. Revised Edition.
Peace Corps, Seoul (South Korea).
Pub Date—Feb 76

Note—30p.; For the teacher's manual and volunteer's manual, see ED 116 452-453.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Pub Postage.
Descriptors—\*Classroom Communication, \*Classroom Teacher Student Relationship, \*Teaching Guides, \*Teaching Methods
Language Instruction, Teacher Education, \*Teacher Student Relationship, \*Teaching Guides, \*Teaching Methods
Identifiers—\*Peace Corps, \*South Korea
This supplement to a methods guide, Methodology for Teachers (MFT), written for Peace Corps teachers of English in South Korea, contains new ideas for classroom language teaching. The first section suggests ways to augment and change methods in the original guide, to make them more effective and add variety to classroom interactions. The second section discusses how the original guide can be used more effectively in teacher training situations, including additional considerations in planning, implementing, and evaluating teacher training activities. (MEE)

ED 289 354 FL 017 068

Mackey, William F. And Others
Polychronometric Techniques in Behaviour Analysis: Language Teaching, Publication B-163.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Pub Date—87

Pub Date—87
Note—145p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Billingualism, "Classroom Communication, Classroom Techniques, "Efficiency, Elementary Secondary Education, English (Second Language), Foreign Countries, French, Interaction, "Language Teachers, "Language Usage, Measurement Techniques, Second Language Instruction, Student Behavior, "Teacher Behavior, Teacher Characteristics, "Time Factors (Learning), Verbal Tests

ing), Verbal Tests
Identifiers—"Error Correction (Language)
A study examined the relationship of time, language teachers' language use, and the qualities of interaction in the language classroom. An introductory section discusses the interest in these issues and the use and development of polychronometric techniques for behavior analysis. Three studies using these techniques to analyse language teacher behaviors follow. One examined the extent to which the components of the language lesson are significant in enhancing learning. The study compared components of the lesson types presented to 11-year-old students of English as a second language. The second compared the five lesson types in terms of the relative duration and frequency of didactic and language behaviors. The third study looked at the relative duration and frequency of didactic and language behaviors.

tionship between learner language use, teacher language behavior, error correction, and the level of language learning among third- and ainth-grade students. A concluding chapter discusses the studies' findings as they relate to measuring language teaching efficiency. An epilogue addresses the persistent attitude that teaching a foreign language may really be a waste of time. (MSE)

FL 017 069 Feld 289 353
Feld Morse, Marie
La français a l'elementaire: français-immersion.
Programme d'études (Elementary French:
French Immersion. Program of Study).
Alberta Dept. of Education, Edmonton. Language
Services Branch.

Pub Date 87

Pub Date—37
Note—220p.
Language—French
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Pustage
Descriptors—Curriculum Guides, Difficulty Level,
Educational Objectives, Elementary Education,
FLES, Foreign Countries, \*French, \*Immersion
Programs, \*Notional Functional Syllabi, Oral
Language, Reading Skills, Second Language
Learning, \*Second Language Programs, Social
Values, Sociocultural Patterns
Identifiers—\*Alberta
Alberta's curriculum guide for French immersion

Alberta's curriculum guide for French immersion rograms outlines the programs' rationale and ob-ectives and the content of the oral language, readjectives and the content of the oral language, reading, and writing components for six years. An
introductory section discusses the aim of developing
language competence and recent theory on competence. The role of language as an instrument of communication and as a vehicle for sociocultural values
is outlined. Subsequent sections present background
information and specific notional content for instruction in oral production and aural comprehension, reading, and writing for each of six years'
curricula. A vocabulary list indexed to the year of
introduction for each item is appended. (MSE)

FL 017 070

FLO 17 VIO Fisiak, Jacek, Ed. Papers and Studies in Contrastive Linguistics, Volume Twenty-One. Adam Mickiewicz Univ. in Poznan (Poland).; Cen-ter for Applied Linguistics, Washington, D.C. Pub Date—36

Pub Date—\$6
Note—206p.
Pub Type— Collected Works - General (020)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adjectives, Bilingualism, Chinese,
"Contrastive Linguistics, Dutch, English, English
(Second Language), "Error Patterns, French,
German, Grammar, Hungarian, Idioms, Italian,
"Language Processing, Language Usage, "Phonology, Polish, Second Language Learning, Sex
Bias, Slavic Languages, Spelling, Stress (Phonology), Syntax, Translation, Uncommonly Taught
Languages
Identifiers—Danish
A collection of papers on contrastive linguistics

Languages
Identifiers—Danish
A collection of papers on contrastive linguistics includes: "Prototypes and Equivalence" (Tomasz P. Krzeszowski); "Comparing the Incomparable? English Adjectives in "-able" and Their Rendering in Modern Chinese" (Arthur Mettinger); "Classification and Distribution of Lexical Errors in the Written Work of German Learners of English" (Rudiger Zimmermann); "Perception of Stressed Syllables in Natural Stimuli: A Contrastive English-Polish Experimental Study" (Wieslaw Awedyk); "Explorations in Linguistic Sexism: A Contrastive Sketch" (Robert K. Herbert, Barbara Nykiel-Herbert); "Cyclicity and Phonostylistic Interference" (Katarzyna Dziubalska); "Subject Inversion in English, French, Italian, and Dutch and Empty Subjects in German" (Terence McKay); "Postpositions, "Part-of-Speechness," Negation and Other Matters" (Bela Korponay); "A Comparison of Some English and Hungarian Freezes" (Laszlo Pordany); "Processing Strategies in Bilingual Spellers" (Philip A. Luelsdorff); "Danish and Slavic Phraseology Contributions to an Analysis of Idiomatics on a Contrastive Basis" (Christian Hougaard); and "The Fact of Translation in Learning English as a Foreign Language" (M. B. Dagut). (MSE)

FL 017 071 ED 289 357 Kessler, Carolyn
Linking Mathematics and Second Language Teach-Pub Date-Apr 87 Note-31p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (21st, Miami Beach, FL, April 21-27, 1987).

Pub Type—Information Analyses (070) — Reports
- Evaluative (142) — Speeches/Meeting Papers

- Evaluative (142) — specines/secular 182-16. (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, "Communicative Competence (Languages), "English (Second Language), "English for Special Purposes, Limited English Speaking, Mathematical Concepts, "Mathematics Instruction, "Problem Solving, Second Language Learning

"Mathematics Instruction, "Problem Solving, Second Language Learning Identifiers—"Content Area Teaching A discussion of the relationship between second language proficiency and mathematics performance argues that the learning of a second language and mathematics can be effectively integrated. The conditions conducive to second language acquisition in mathematics contexts, the communicative compenses needed for mathematics and the link between mathematics contexts, the communicative competence needed for mathematics, and the link between mathematics thinking and performance in a second language are examined. Preliminary findings from research studies relating mathematics to second language acquisition in school settings, particularly among limited-English-proficient students, are examined and the implications for teaching are discussed. The processes of language learning and mathematical problem-solving share many cognitive and affective features. Language learning in this context can be enhanced by mathematics instruction that provides alternate ways of getting input through personalized and cooperative learning situations. It can also contribute to the development of literacy. (MSE) literacy. (MSE)

FL 017 072

Forrest, Tracey
The Added Dimension of Voice: Creating Interpersonal Involvement in the SLA Classroom.
Pub Date—[87]

Note—14p. Pub Type— Reports - Evaluative (142) — Guides -

Pub Type— Reports - Evaluative (142) — Guides -Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors— "Classroom Communication, Class-room Techniques, "Instructional Effectiveness, Language Skills, Learning Motivation, "Listening Skills, Literature Appreciation, Media Selection, "Oral Interpretation, "Oral Reading, Second Lan-guage Instruction, Second Language Learning, Skill Development, "Teacher Role A discussion of the use of voice as an effective tool in second language instruction examines the role of

in second language instruction examines the role of teachers as readers, the process of selecting and inteachers as readers, the process of selecting and in-terpreting texts, preparation of reading passages, and reading aloud in class. The dimension of voice added to other aspects of language emphasizes the communicative purpose of the language, helps stu-dents exploit their full knowledge of the language, enhances the comprehensibility of the text, encour-ages students to develop active listening skills and increase their paralinguistic repertoires, motivates students to investigate deeper meanings in the text, and inspires skill development in reading and writ-ing. Specific techniques and considerations in pre-paring to read aloud to students are outlined. (MSE)

FL 017 073 ED 289 359 PL 01/ 0/ Papagithymiou-Lytra, Sophia Classroom Interactions: The L1 in the Foreign Language Classroom. Pub Date—87

Pub Date—87
Note—40p.
Pub Type—Information Analyses (070) — Reports
- Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Classroom Communication, \*Classroom Techniques, Greek, Group Dynamics, Interaction, Learning Strategies, \*Second Language Instruction, Second Language Learning, \*Skill Development, Uncommonly Taught Languages Identifiers—\*Metalinguistics
Research indicates four sources for the use of the first language in the second language classroom. En-

first language in the second language classroom. En-vironment and the learners cannot be easily con-trolled, but materials and teachers can. The goal of trolled, but materials and teachers can. The goal of such control is to increase second language input primarily at the macro level for reading, listening, and speaking practice, thus speeding up the learning process and rate. Second language use to handle communication beyond the daily lesson's content gives learners and teachers opportunity for more interpersonal communication where meanings and differences of opinions must be negotiated in a way conforming to the conventions of the second language. The more the teachers and learners use the second language in classroom interaction as a joint activity, the better negotiators the learners are expected to become. Through practice, learners test their hypotheses about the foreign language in terms of the linguistic, sociolinguistic, pragmatic, and discoursal rules and conventions available in that language. There is a place for the first language in the second language classroom, for pedagogical responded to the production of the second language classroom. guage. There is a piace for the first language in the second language classroom, for pedagogical reasons. It can be used as a learning strategy when other strategies have failed to facilitate comprehension and interpretation. However, excessive use at the expense of the second language reduces the learning rate and process. (MSE)

ED 289 360

FL 017 074

McKeon, Denise Different Types of ESL Programs. ERIC Digest. ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Dec 87 Contract—400-86-0019

Note-4p.

Pub Type— Information Analyses - ERIC Informa-tion Analysis Products (071) EDRS Price - MF01/PC01 Plus Postage.

Descriptor-Billingual Education Programs, De-mography, Elementary Secondary Education, \*English (Second Language), Enrollment Rate, Immersion Programs, Intensive Language Courses, Limited English Speaking, Program Design, Resource Allocation, \*Second Language Programs, Staff Utilization, \*Student Characteris-

Identifiers-\*Content Area Teaching, \*ERIC Di-

gests
The organization of English as a second language
(ESL) programs varies greatly, according to the student population, individual student characteristics,
and district resources. They can be broadly categorized as either stand-alone ESL or ESL-plus. In general, stand-alone programs group
limited-English-proficient (LEP) students together
and instructs them in a manner similar to that used
in foreign language classes. The program focus is
primarily linguistic. ESL-plus programs may include a component of special instruction in and
about English, but also provide content area instruction, in English or the first language. They generally
occupy more or all of the instructional day.
Stand-alone program types include pull-out programs, instruction during a regular class period, and
a variation on the pull-out program types include
pull-out program types include pull-out
gether students from a number of schools in a resource center. ESL-plus program types include
bilingual education, structured immersion, sheltered English or content-based, and high-intensity
language training programs. Choosing a program
design for a given set of circumstances is complex,
but the best program organization (1) is tailored to
meet the students' linguistic, academic, and affective needs; (2) provides LEP students with the instruction necessary for progress through school at a
rate similar to their native English-speaking peers;
and (3) makes the best use of district and community resources. (MSE) The organization of English as a second language

ED 289 361

FL 017 075

Kreidler, Carol

Kreidler, Carol
ESL Teacher Education. ERIC Digest,
ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.
Pub Date—Nov 87
Contract—400-86-0019
Note—40.

-4p.

Note—49.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— "Certification. Educational History,
Educational Trends, "English (Second Language), "Language Teachers, Models, Professional Associations, Professional Development,
Second Language Instruction, "Teacher Education, "Teacher Education Programs, Teacher
Chalifications

Second Language Education Programm,
Qualifications
Identifiers—\*ERIC Digests, \*Teachers of English
to Speakers of Other Languages
Although the teaching of English as a second language (ESL) is a relatively new profession, it is an
old activity. Until World War II, ESL instruction in
the United States was irregular. In 1940, the first
ESL teachers enrolled in a University of Michigan

training program based on structural or descriptive linguistics. The Army Language School began to expand the field of linguistics, and college linguistics programs also began to develop. The 1964 National Defense Education Act spurred the growth of ESL summer institutes and university training programs, and the newly-founded Teachers of English to Speakers of Other Languages (TESOL) developed guidelines for certification and training. Currently, 33 states and the District of Columbia have certification or endorsement requirements. Areas of necessions of the control of cation or endorsement requirements. Areas of necessary training for ESL teachers include English essary training for ESL teachers include English linguistics, anthropology, psychology, sociology, and education. Most of the existing training programs are at the graduate level, and many school systems provide in-service training. Since 1970, ESL teaching methodology has seen a shift from the teacher-centered to student-centered classroom, and teachers should be trained in a way that reflects this entercach. New embasis is being placed on the and teamers should be trained in a way that reflects this approach. New emphasis is being placed on the theory behind methodology, but in many other ways, training developments parallel those for other teachers. (MSE)

Jarvis, Gilbert A. Bernhardt, Elizabeth B. O17 0'
Foreign Language Teacher Education. 1987 Update. ERIC Digest.

ERIC Clarification.

ERIC Clearinghouse on Languages and Linguistics,

Washington, D.C.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Nov 87 Contract—400-86-0019

-4p.

- Information Analyses - ERIC Informa-Pub Type— Information Analystion Analysis Products (071)

tion Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Certification, "Course Content,
"Course Objectives, Language Proficiency, "Language Enachers, Modern Language, Second Language Instruction, State Standards, "Teacher Education, Teacher Education Programs, Teacher Qualifications

Identifiers—"ERIC Digests

Despite much rhetoric, foreign language teacher education lacks a substantial research base. Teacher education programs in general consist of subset-matter coursework, general education require-

ject-matter coursework, general education require-ments, and specialized educational content, domains that have remained relatively unchanged domains that have remained relatively unchanged in two decades. However, recent reform movements may have a significant impact on each of these areas. The subject matter content varies somewhat among programs, with linguistics and English grammar courses predominating. The general education component may consist of generic courses in psychology, philosophy of education, and general teaching methods, with some field experiences in schools in a variety of subject areas. Fortunately, many large institutions can now offer specialized methods courses in foreign language teaching, but they are often taught by professionals with more traditional approaches. Certification standards vary from state to state, and not all states have reciprocal agreements. The language proficiency of teachers is a growing concern, and some states are considering using proficiency tests as required teacher assessa growing concern, and some states are considering using proficiency tests as required teacher assessment measures. Many states have also begun to require teacher testing in subject matter and teaching skills. There is much interest in teacher education reform and improvement. Now that public attention has turned toward teacher education, the critical missing factor is research. (MSE)

ED 289 363 FL 017 077

Inman, Marianne E.

How Foreign Language Study Can Enhance Career
Possibilities. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.

Washington, D.C.

wasnington, D.C. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Dec 87 Contract—400-86-0019

Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MP01/PC01 Fins rostage.

Descriptors—Business Communication, Careers,

\*Curriculum Development, Educational Benefits,
Educational Needs, Higher Education, \*Job
Skills, \*Language Proficiency, \*Professional Occupations, Second Language Instruction, \*Second

Languages
Identifiers—\*ERIC Digests

Proficiency in a foreign language combined with knowledge and skills in another professional area is highly desirable in the marketplace. Business places the greatest emphasis on this combination, although language skills rank well below other selection factors. Most employers provide language training when necessary, but the amount of time available and the level of proficiency attained are usually very limited. Many employees become discouraged at the magnitude of the language learning task. An employee with a solid language knowledge and busiemployee with a solid language knowledge and business or managerial skills has a competitive edge over other job applicants, and bilingual individuals are in great demand. Miscommunication that occurs when employees do not have foreign language skills mean missed opportunities and unsuccessful business dealings. Many secondary and postsecondary schools have developed nontraditional, interdisciplinary foreign language courses as a result of this need and of general dissatisfaction with traditional language instruction. Study or work abroad is often included in the program. The integration of career included in the program. The integration of career and foreign language studies contributes significantly to both the business community and the foreign language education profession, filling a critical need and leading to increasingly successful global interactions. (Author/MSE)

ED 289 364

FL 017 078

Christian, Donna
Vernacular Dialects in U.S. Schools, ERIC Digest, ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 87 Contract—400-86-0019

Note-4p.

Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—Classroom Communication, Cultural
Differences, Elementary Secondary Education,
English, English Instruction, Equal Education,
"Language Attitudes, "Nonstandard Dialects,
"Standard Spoken Unage
Identifiers—"ERIC Digests
Children from different backgrounds come to

Children from different backgrounds come to school speaking a wide variety of dialects. Ques-tions concerning the use of dialects in schools have become increasingly complex and controversial in become increasingly complex and controversial in recent years. A central issue is the requirement of a standard dialect in school. Some find it discriminatory, others find it necessary to broaden student opportunity. Dialect differences can affect the quality of education received. Dialect may interfere with the child's acquisition of information and skills, and school personnel and other students may make erro-neous assumptions about the vernacular-speaker's capabilities, motivation, and even morality. Two capabilities, modivation, and even moranty. I wo viewpoints on dialects have emerged. The "deficit" position maintains that speakers of vernaculars have a cognitive or language handicap. The "difference" position argues that while languages are different, none is inherently better than another. However, which is the present of the property of the p students' language and cultural background can in-fluence their chances of success. Schools might choose to emphasize grammatical usage or writing rather than pronunciation. If a school decides to rather than pronunciation. It a school decides to teach standard English, certain general guidelines concerning content and approach should be fol-lowed. Some educators are encouraging active stan-dard and nonstandard dialect study in the curriculum, which can benefit students from all linguistic backgrounds. (MSE)

ED 289 365

FL 017 079

Silber, Ellen S.

Academic Alliances in Foreign Languages and
Literatures. ERIC Q&A.

ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.

wasnington, D.C. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Nov 87 Contract—400-86-0019

Contract—400-86-0019
Note—6p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—\*College Faculty, College School Cooperation, "Elementary School Teachers, Elementary Secondary Education, Higher Education, "Institutional Cooperation, Interprofessional Relationship, "Language Teachers, "Secondary School Teachers, Second Language

RIE MAY 1968

Instruction, "Teacher Associations
Identifiers—"ERIC Digests
Academic alliances, local cooperative groups of teachers of languages and literatures at all levels, meet regularly to discuss current developments in language teaching, explore particular problems and find solutions to them, and help faculty take responsibility for their intellectual and professional lives. Membership can range from 20 to 100 professionals in several or many institutions. Despite the diverse needs, concerns, and composition of individual alliances, each works for the mutual professional development of its membership and the promotion of foreign language and literature education. They have coordinated and implemented a variety of programs, including short immersion programs, visits y native speakers, exchanges of teaching techniques and materials, exploration of new technologies and resources, teacher fellowships, community awareness and support efforts, and initiatives for gies and resources, teacher fellowships, community awareness and support efforts, and initiatives for state program improvement. New alliances continue to form, while more established groups undertake more ambitious projects. Steps in forming alliances include identifying interested faculty, establishing a steering committee, establishing a collaborative group, and holding meetings for discussion and elaboration. Administrator participation can be crucial to an alliance's success by providing logistical and material support and incentives for participation. A variety of resources are tives for participation. A variety of resources are available for forming alliances. (MSE)

ED 289 366

FL 017 080

Rosenbusch, Marcia H.
Foreign Language Learning and Children: The
Parental Role, ERIC Q&A.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C. washington, D.C. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Nov 87 Contract—400-86-0019

Note-6p.

Note-6p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Children, Educational Objectives,
Elementary Secondary Education, Learning
Strategies, Parent Attitudes, \*Parent Influence,
\*Parent Participation, \*Parent Teacher Cooperation, Second Language Learning, \*Second Language Programs, \*Second Languages
Identifiers—\*ERIC Digests
Parents of children in elementary and secondary

Parents of children in elementary and second Parents of children in elementary and secondary school foreign language programs want to know what outcomes they can expect from the programs and how they can support and encourage their children's language study. Learning outcomes vary with program goals. Program types include immersion, partial immersion, foreign language experience or exposure (FLEX), and foreign language experience or exposure (FLEX). The parent's influence on the child can be both passive and active, but active encouragement is associated with better language learning. Parents can demonstrate their positive atcouragement is associated with better language learning. Parents can demonstrate their positive attitude toward language learning by actively participating in a variety of ways at home, at school, and in the community. At home, parents can encourage, but should not push, their children by praising them for their growing interest and ability and knowledge of the foreign culture. At school, parents can establish a positive relationship with the teacher and staff, volunteer to help, and share with the teacher evidence of the child's progress. Families can also help educate the community about the value of foreign language learning and establish new programs. There are many organizational and information resources available to parents for these purposes. (MSE)

FL 017 081

ED 289 367 FL 017 00 Rerwald, Jean-Pierre Teaching Foreign Languages with Realia and Other Authentic Materials. ERIC Q&A. ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Dec 87

Contract-400-86-0019

Note—6p.
Pub Type— Information Analyses - ERIC Informa-

Note—op.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, \*Cultural Education, \*Educational Media, Instructional Mate-

rials, Mass Media, \*Media Adaptation, \*Realia, Language Instruction

- Authentic Materials, \*ERIC Digests

Realia, authentic documents, and mass media are living daily proof of the value of language. The living daily proof of the value of language. Their authenticity, specialized vocabulary, reinforced grammatical structures, and topics of interest can help encourage interest in the target language and culture. They contain current language on all imaginable topics, and are not artificial or contrived. One of the most compelling reasons for using them is the teacher's involvement in selecting and adapting materials for classroom use. Mass media can help to dispel stereotypes. Realia such as maps and schedules often contain a minimum of language and reduce potential frustration: other kinds of realia lend themselves well to demonstration. Educators, differ themselves well to demonstration. Educators differ on whether the materials should be used in their original in an adapted form. The instructor can preoriginal in an adapted form. The instructor can pre-pare written materials to accompany the realis, and can easily prepare audiovisual aids with it. One of the key advantages in using realis is its direct link to culture, allowing attention to subtle and not-so-subtle differences between the target culture and our own. Newspapers, magazines, movie ads, mail-order catalogs, television commercials, the Yellow Pages, and souvenirs and other printed materials gathered in travel abroad or requested from other sources are examples of useful realis. (MSE)

Riddlemoser, Nancy
Working with Limited-English-Proficient Students
in the Regular Classroom. ERIC Q&A.
ERIC Clearinghouse on Languages and Linguistics,

washington, D.C.

Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.

Pub Date—Nov 87

Contract—400-86-0019

Note—6p.

Pub Type—156

Note—6p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Acculturation, "Classroom Communication, Classroom Environment, Classroom Techniques, Elementary Secondary Education, English (Second Language), Instructional Materials, Intercultural Communication, "Limited English Speaking, "Mainstreaming, "Student Needs, Teacher Behavior, "Teacher Role Identifiers—"ERIC Digests
The time spent in the regular English-Inanguage classroom is critical for the limited-English-proficient (LEP) student in eventual mainstreaming. The

cient (LEP) student in eventual mainstreaming. The classroom teacher can work productively with LEP classroom teacher tan work productive which students in the classroom to maximize their exposure to authentic language during the school day. Classroom communication should be simple and clear, communicate warmth, use nonverbal technique. clear, communicate warmth, use nonverbal techniques such as prompts and gestures, contain established oral/aural routines, and be consistent even during the student's "silent period" of language learning. The student should be encouraged to use as much English as possible. The first priority is to ensure that the LEP student feels comfortable and secure in the classroom, and the buddy system and other forms of class acceptance and encouragement are helpful. Careful monitoring of the student's social and academic development for possible disabilities or psychological barriers is essential. It is important to maintain high expectations of LEP stuties or psychological barriers is essential. It is important to maintain high expectations of LEP students, to be prepared for their success, and to remember that they generally do not require remedial work. These students should learn the classroom management system as soon as possible and follow it as other students of. The teacher can and should learn about the students' home culture, and should explain and anticipate students' cultural and social difficulties as much as possible. (MSE)

A Guide to Resettlement in the United States.
Center for Applied Linguistics, Washington, D.C.
Spons Agency—Department of State, Washington,
D.C. Bureau of Refugee Programs.
Pub Date—[87]

Pub Date—[87]
Note—137p.; For related documents, see FL 017
084-086.

084-086.
Pub Type—Reference Materials (130) — Guides-General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Acculturation, \*Adjustment (to Environment), Compensation (Remuneration), Cultural Context. \*Daily Living Skills, \*Employment, Interpersonal Communication,

\*Land Settlement, Occupational Mobility, Public Education, \*Refugees, \*Social Services, Social Values, Sociocultural Patterns, Voluntary Agen-

The resettlement guide describes the initial stage of resettlement and the processes that refugees un-dergo as new arrivals. The information is intended to prepare refugees for the first few weeks in an American community and to explain fundamental aspects of American life. An initial chapter outlines issues and procedures in pre-arrival arrangements, resettlement, and legal status and explains some common refugee misconceptions about their recep-tion and status in the United States. Subsequent tion and status in the United States. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility), income and expenditures (budgeting, shopping, and banking services), education systems for children and adults, the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship), and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social convenions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. The guide is also available in Hungarian, Romanian, Polish, and Czech. (MSE)

ED 289 370 FL 017 084 Letelepedesi Utmutato az Egyesuit Aliamokha =
Resettlement Guide, Hungarian. A Guide for
Refugees Resettling in the United States.
Center for Applied Linguistics, Washington, D.C.
Spons Agency—Department of State, Washington,
D.C. Bureau of Refugee Programs.
Phy Date. [627]

Pub Date-

-94p.; For related documents, see FL 017

083-086.

Language—Hungarian
Pub Type—Reference Materials (130) — Guides General (050)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Acculturation, \*Adjustment (to Environment), Compensation (Remuneration), Cultural Context, \*Daily Living Skills,
\*Employment, Interpersonal Communication,
\*Land Settlement, Occupational Mobility, Public
Education, \*Refugees, Social Services, Social Values, Sociocultural Patterns, Voluntary Agencies
Identifiers—\*Hungarians

ntifiers—\*Hungarians

identifiers—"Hungarians
The resettlement guide, in Hungarian, describes
the initial stage of resettlement and the processes
that refugees undergo as new arrivals. The information is intended to prepare refugees for the first few
weeks in an American community and to explain
fundamental aspects of American life. An initial
chapter cuttines issues and procedures in pre-arrival chapter outlines issues and procedures in pre-arrival arrangements, resettlement, and legal status and exarrangements, resettlement, and legal status and ex-plains some common refugee misconceptions about their reception and status in the United States. Sub-sequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility), income and expenditures (budgeting, shopping, and banking ser-vices), education systems for children and adults, the American social, political, and religious system (including social services, the health care system, sovernment and law, religion in American life, and (including social services, the health care system, government and law, religion in American life, and church sponsorship), and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chanters. (MSE) chapters. (MSE)

Informator Do Spaw Przesiedlenia w Stanuch Zjednoczonych = Resettlement Guide, Polish. A Guide for Refugees Resettling in the United States

Center for Applied Linguistics, Washington, D.C. Spons Agency—Department of State, Washington, DC. Bureau of Refugee Programs.

Pub Date—[87] Note—100p.; For related documents, see FL 017 083-086.

033-086.
Language—Polish
Pub Type— Reference Materials (130) — Guides General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Acculturation, \*Adjustment (to Environment), Compensation (Remuneration), Cul-

tural Context, \*Daily Living Skills, \*Employ-ment, Interpersonal Communication, \*Land Set-tlement, Occupational Mobility, Public Education, \*Refugees, \*Social Services, Social Values, Sociocultural Patterns, Voluntary Agen-

Education, "Refugees, "Social Services, Social Values, Sociocultural Patterns, Voluntary Agencies Identifiers—"Polish People
The resettlement guide, in Polish, describes the initial stage of resettlement and the processes that refugees undergo as new arrivals. The information is intended to prepare refugees for the first few weeks in an American community and to explain fundamental aspects of American life. An initial chapter outlines issues and procedures in pre-arrival arrangements, resettlement, and legal status and explains some common refugee misconceptions about heir reception and status in the United States. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility), income and expenditures (budgeting, shopping, and banking services), education systems for children and adults, the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship), and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. (MSE) chapters. (MSE)

FL 017 086

ED 289 372 FL 017 086
Ghid Pestru Stabilirea Romanilor in Statele Unite

Resettlement Guide, Romanian. A Guide for
Refugees Resettling in the United States.
Center for Applied Linguistics, Washington, D.C.
Spons Agency—Department of State, Washington,
D.C. Bureau of Refugee Programs.
Pub Date—[87]
Note—97p.; For related documents, see FL 017
083-085

083-083. Language—Romanian Pub Type— Reference Materials (130) — Guides -General (050)

General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Acculturation, \*Adjustment (to Environment), Compensation (Remuneration), Cultural Context, \*Daily Living Skills, \*Employment, Interpersonal Communication, \*Land Settlement, Occupational Mobility, Public Education, \*Refugees, \*Social Services, Social Values, Sociocultural Patterns, Voluntary Agenciate.

Values, Sociocultural Patterns, Voluntary Agencies
Identifiers—\*Rumanians
The resettlement guide, in Romanian, describes
the initial stage of resettlement and the processes
that refugees undergo as new arrivals. The information is intended to prepare refugees for the first few
weeks in an American community and to explain
fundamental aspects of American life. An initial
chapter outlines issues and procedures in pre-arrival
arrangements, resettlement, and legal status and explains some common refugee misconceptions about chapter outlines issues and procedures in pre-arrival arrangements, resettlement, and legal status and explains some common refugee misconceptions about their reception and status in the United States. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility), income and expenditures (budgeting, shopping, and banking services), education systems for children and adults, the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship), and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. (MSE)

ED 289 373 FL 017 087 Chiatou, Mohamed, Ed.

Moroccan Arabic Technical Lessons for Re-hab./Special Ed.

Peace Corps, Rabat (Morocco).

Pub Date—Oct 84 Note-110p.

Note—110p.
Language—Arabic
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—'Arabic, Daily Living Skills, \*Disabilities, Foreign Countries, Individual Instruction, \*Languages for Special Purposes, \*Rehabilitation, Second Language Instruction,

\*Special Education, Teaching Guides, Vocabu-lary Development, Voluntary Agencies Identifiers—\*Morocco, Peace Corps The instructional materials in Moroccan Arabic

The instructional materials in Moroccan Arabic are designed to meet the language needs of Peace Corps volunteers working in rehabilitation and special education in Morocco. The lessons are almost entirely in Arabic, and include vocabulary lists with both technical and everyday language pertaining to disabilities. Lesson topics include singing, the classroom, playing ball games, listening to music, discussing physical needs, playtime, art, the handicapped in Morocco, the beach, social situations, behavior change, children's growth, and the bilind in Morocco. Lessons include text, vocabulary, questions for discussion, and proverbs. (MSE)

ED 289 3/4 PL 017 08: Critchfield, David Lawrence
A Field Guide for Continued Study of the Arabic
Language in Yemen and Oman.
Peace Corps, Washington, D.C.
Pub Date—79
Contract—79-487-4136

Pub Date—79
Contract—79-487-4136
Note—81p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—8-Arabic, Developing Nations, \*Dialects, Dictionaries, Foreign Countries, Grammar,
Homework, \*Independent Study, Language
Styles, \*Learning Strategies, Notetaking, Oral
Language, Reading Skills, Second Language
Learning, Writing Skills
Identifiers—Oman, Peace Corps, Yemen
A set of materials for independent study of Arabic
is designed for Peace Corps volunteers working in
Oman and Yemen who have had Arabic language
training but need additional skills. It establishes
guidelines for independent study and working with
a tutor, helps check language performance, and provides grammatical information for reference. The
materials begin with a brief history of Arabic and a
discussion of the language's different forms and dislects. Subsequent chapters address issues: (1) obtaining appropriate learning materials; (2) getting lects. Subsequent chapters address issues: (1) ob-taining appropriate learning materials; (2) getting speaking and conversational practice; (3) taking notes and doing homework; (4) continuing study in reading and writing; (5) finding and working with a tutor; (6) the structural, phonological, and geo-graphic differences in Arabic dialects; and (7) basic grammatical forms and structures. The text is in English with some Arabic examples. (MSE)

ED 289 375

E.D 289 375 FL 017 08
Corum. Claudia W. Kunene, E. C. L.
SiSwati Communication and Culture Handbook.
Peace Corps Language Handbook Series.
Experiment in International Living, Putney, Vt.
Spons Agency—ACTION, Washington, D.C.
Pub Date—80
Contract—79-043-1034
Note—350

Contract—79-043-1034
Note—355p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Class Activities, Classroom Communication, Communicative Competence (Languages), "Cultural Context, Daily Living Skills, "Independent Study, Instructional Materials, "Intercultural Communication, "Interpersonal Communication, "Second Language Instruction, Self Evaluation (Individuals), "Siswati, Uncommonly Taught Languages"

Evaluation (Individuals), "Siswati, Uncommonly Taught Languages Identifiers—Peace Corps
The culture and communication handbook for siswati is one of a series designed for Peace Corps volunteers using the language daily. It provides information about use of the language in everyday situations within the culture, focusing less on grammar than on appropriate communication in context. An introductory section suggests approaches and attitudes for the volunteer to adopt in learning the language, and encourages active learning. A second action outlines the design and purpose of the materials. Subsequent sections provide lessons on greetings, explaining one's own situation, classroom expressions, asking questions about people and things, food and drink, asking directions, numbers, time, counting, money, the food market, buying crafts, days of the week and months of the year, going places, visitors, weather, requests and borrowcrafts, days of the week and months of the year, going places, visitors, weather, requests and borrow-ing, roasting meat, the custom of drinking tjwala, the herbalist, attending feativals, visiting a small homestead, getting sick, furnishing and describing a house, occupations, sports, colors, rural versus town life, apologizing, discussing the United States, small talk, family relationships, and game parks. Lessons

include objectives, a dialogue in English and siSwait, cultural notes, class activities, grammar notes and references, vocabulary exercises, a supplementary text with notes and activities, and activities for self-evaluation. A glossary is appended. (MSE)

ED 289 376 FI 017 090

Helping the ESOL Writer: Constructive Feedback Pub Date-Nov 87

Pub Date—Nov 87

Note—20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987). Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communicative Competence (Languages), \*English (Second Language), \*Feedback, \*Limited English Speaking, Second Language Instruction, Second Language Learning, \*Teacher Response, Teacher Student Relationship, Writing (Composition), \*Writing Instruction, Writing Skills Identifiers—\*Error Correction (Language)

Identifiers-\*Error Correction (Language)

Identifiers—\*Error Correction (Language)
The English teacher encountering a student of English as a second language (ESL) with significant writing problems must find an appropriate way of responding, finding a balance between being overly sympathetic and being overly concerned with correctness. ESL students are learning English from many sources, not just the teacher, and the teacher's job is less to teach English than to coach students as they modify their own idiosyncratic versions of the language to approach the standard form. Respondthey modify their own idiosyncratic versions of the language to approach the standard form. Responding effectively to ESL writing is similar to responding to native English writing, with some important differences. Some are cultural and involve the student's background knowledge, internalized rhetorical patterns, and assumptions about the world. Most significantly, ESL writers need more help with the language. Written feedback should not overemphasize grammar. The feedback should be short, focused, positive, and corrective. Error correction should treat errors as a natural part of language learning and should be clear and neatly written enough to help rather than confuse the student. (Appended are six handouts for practical guidance (Appended are six handouts for practical guidance to teachers, including an annotated bibliography.)

ED 289 377 FL 017 092

Chan, Kwok B. Dorais, Louis-Jacques

Adaptation linguistique et culturelle: L'experience
des refugles d'Asie du sud-est au Quebec (Linguistic and Cultural Adaptation: The Experience
of Southeast Asian Refugees in Quebec),
Laval Univ., Quebec (Quebec), International Center for Research on Bilingualiam.

Report No.—B-164 Pub Date—87 Note-220p.

Note—220p.

Language—French

Pub Type— Collected Works - General (020)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—"Acculturation, "Adjustment (to Environment), "Cambodians, Climate, Diglossia, Economic Factors, Elementary Secondary Education, Foreign Countries, Immigrants, Indochinese, Land Settlement, "Refugees, "Social Adjustment, "Vietnamese People Identifiers—"Quebec (Montreal)

A collection of papers, in English and French, on

Adjustment, "Victnamese People Identifiers.—"Quebec (Montreal)

A collection of papers, in English and French, on the adjustment processes and problems of Southeast Asian refugees in Quebec includes: "Prelude to Resettlement: A Clinical View on the Transit Camp Experience of Vietnamese Refugees" (David Loveridge, Kwok B. Chan); "Une communaute culturelle en situation de diglossie: Les Vietnamiens du Quebec" (Lise Pilon-Le); "Problemes d'adaptation scolaire des enfants Vietnamiens au Quebec" (Nguyen Quy Bong); "Adaptation economique des refugies Indochinois de la seconde vague (1979-80): L'example du Quebec" (Illies Deschamps); "Trofide solitude et neige paisible: Les Indochinois a Quebec (Louis-Jacques Dorais); "Les Vietnamiens a Quebec et leurs problemes d'integration" (Nguyen Huy, Dean Louder); "Les determinants du processus d'adaptation sociale et linguistique des Vietnamiens a Quebec" (Thuy Pham-Nguyen); "L'implantation des Cambodgiens a Montreal: Marche vers le village" (Gilles Cossette, Pen Phan); "Les Vietnamiens dans la Beauce" (Que T. Pham); and a concluding paper by Louis-Jacques Dorais and Kwok B. Chan. (MSE)

ED 289 378

FL 017 093

Sandefur, John R.
Kriol of North Australia: A Language Coming of
Age. Work Papers of SIL-AAB, Series A, Volume
10.

10.

Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.

Pub Date—Dec 86

Note—257p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Billingualism, "Creoles, Descriptive Linguistics, Diachronic Linguistics, English, Foreign Countries, "Geographic Distribution, "Indigenous Populations, "Language Classification, Language Maintenance, Language Planning, "Language Usage, Pidgins, Public Policy, Scood Language Instruction, Sociocultural Patterns, Structural Analysis (Linguistics), Uncommonly Taught Languages

Structural Analysis (Linguistics), Uncommonly Taught Languages Identifiers—Aboriginal People, \*Australia, \*Kriol A study of North Australia's Kriol language situation identifies the language, its speakers, its functions, and the sociopolitical factors in its emergence as an autonomous language. The first chapter reviews the development of the linguistic field concerning pidgins and creoles, looking especially at the concepts developed to explain the rise and decline of these languages worldwide. Chapter two traces the general development of English-related forms of Aboriginal speech throughout Australia and establishes the position of Kriol relative to Torres Strait Creole and Aboriginal English. The distribution of speakers, the relative use of Kriol in their communities, and variations in Kriol are also described. The third chapter considers whether or not communities, and variations in Kriol are also de-scribed. The third chapter considers whether or not Kriol is an Aboriginal language, based on Aboriginal use of and attitudes toward it. Chapter four exam-ines the effects of government policies in Kriol's development, focusing on one Aboriginal commu-nity where Kriol has been spoken as a native lan-guage for four generations and the administrative, educational, medical, and church entities within it. The final chapter documents Kriol use by the goveducational, medical, and curren entities within it. The final chapter documents Kriol use by the government in communication and education, especially in a bilingual education program. The importance of Kriol in future educational planning is also discussed. A number of maps and diagrams are included, as well as an extensive bibliography.

FL 017 109 ED 289 379

ED 289 579

Bird, Charles And Others

An Ka Bamanankan Kalan: Beginning Bambara.
Indiana Univ., Bloomington. Linguistics Club.

Spons Agency—ACTION, Washington, D.C.
Pub Date—Feb 77

Contract—PC-180-N.20

-297p.; For related document, see ED 132

856.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Alphabets, Class Activities, Cultural
Context, Daily Living Skills, Developing Nations,
Dialogs (Language), Foreign Countries, Form
Classes (Languages), "Grammar, Instructional
Materials, Interpersonal Communication, Introductory Courses, "Phonology, Proverbs, Second
Language Instruction, Tone Languages, Uncommonly Taught Languages, Vocabulary Development

Identifiers—\*Bambara, \*Mali, Peace Corps
This set of instructional materials on introductory
Bambara, a language spoken in Mali, is designed for
Peace Corps volunteers using the language in that
country. The materials consists of twenty units on
topics of personal communication and grammar.
Most units contain a proverb, pattern drills, major
dialogues containing the unit's new material, practice dialogues, exercises, short texts, explanatory
notes on culture and grammar, vocabulary, and
task-oriented exercises for use outside of class. The
exercises contain instructor notes written in French.
A glossary is appended. (MSE) \*Bambara, \*Mali, Peace Corps

ED 289 380 FL 017 110

inneret, Rene, Ed.

Les telethèses de communication: l'apport de sciences du langage a "HECTOR" (Communic tion Aids: The Contribution of Linguistic Scien-to "HECTOR").

chatel Univ. (Switzerland). Date—Sep 87 Pub Date

Pub Date—sep or Note—125p. Language—Frenci; German Pub Type— Collected Works - General (020) EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Applied Linguistics, Artificial Speech, Assistive Devices (for Disabled), \*Communication Aids (for Disabled), \*Communication Aids (for Disabled), \*Communications, \*Disabilities, French, German, Media Adaptation, \*Phoneme Grapheme Correspondence, Psycholinguistics, Research Tools, Technological Advancement, \*Vocabulary Identifiers—\*Voice Synthesizers

A collection of papers on HECTOR, a communication aid for disabled persons without speech, includes: "La telethese de communication HECTOR" (The Communication Aid HECTOR") (Rene Jean-eret); "Lorsque HECTOR rencontru un psycholin-

cludes: "La telethese de communication HECTOR" (The Communication Aid HECTOR") (Rene Jeanneret); "Lorsque HECTOR rencontre un psycholinguiste experimentaliste...que se disent-its"" (When HECTOR Meets an Experimental Psycholinguist...What Do They Say to Each Other?") (Francois Grosjean); "Communication et telethese de la parole" ("Communication and Speech Teletype") (Marinette Matthey); "HECTOR, problemes lexicaux" ("HECTOR: Lexical Problems") (Rene Jeanneret); "Traduire le lexique d'HECTOR. Remarques a propos de l'adaptation a la langue allemande d'un programme lexicale concu pour le francais" ("Traslating HECTOR's Lexicon: Remarks Concerning German Language Adaptation of a Lexical Program Designed for French") (Gerard Merkt); "Remarques a propos de la relation graphie-phonie dans le message par la telethese vocale" ("Remarks Concerning Phoneme-Grapheme Correspondence in the Speech Teletype Message") ("Francois Redard); "HECTOR-A New Case for Special Education") (Andreas Bachtold, Margrit Balbi); "Une prothese vocale aurait-elle pu etre autil de expense de "("Gould a Vecal Breatheris for Special Education?") (Angress Becnicus, Mar-grit Balbi); "Une prothese vocale aurait-elle pu etre un outil de recherche?" ('Could a Vocal Prosthesis Have Been A Research Tool?") (Etienne Colomb); "HECTOR II" (Veronique Zulli); and a conclusion by Rene Jeanneret and Francois Grosjean. (MSE)

FL 017 111

ED 289 Soc. Schulz, Alfred English-French-Mandinka Lexicon. Peace Corps, Washington, D.C. Pub Date—Nov 83

Pub Date—Nov 83

Note—83p.
Language—English; French; Mandinka
Pub Type— Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—African Languages, Developing Nations, \*English, Foreign Countries, Form Classes
(Languages), \*French, Individual Instruction,
"Mandingo, Phonology, \*Pronunciation Instruction, Uncommonly Taught Languages, \*Vocabulary, Word Lists
Identifiers—Peace Corps, \*Senegal

lary, Word Lists
Identifiers—Peace Corps, \*Senegal
A basic vocabulary of words in English, French, and Mandinka was designed for Peace Corps volunteers in Senegal. An introductory section gives a brief overview of Mandinka pronunciation. The English word list is organized alphabetically with the French and Mandinka equivalents supplied in parallel columns. An appendix provides lists of time-related vocabulary, numbers, prepositions and conjunctions, and pronouns. (MSE)

## HE

ED 289 382 HE 020 219

ED 289 362.

Cuadraz, Gloria Holguin, Ed. Novoa, Jose, Ed.

Diversity and Excellence. Graduate Minority Students' Handbook.

Graduate Assembly of the Univ. of California,

Berkeley.

Pub Date Note—84p.; Photographs may not reproduce well.

Available from—University of California, ASUC
Graduate Assembly, Anthony Hall, Berkeley, CA

94720 (\$6.00).
Pub Type— Opinion Papers (120) — Reference
Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS. able from EDRS.

Descriptors—Affirmative Action, Asian Americans, \*College Faculty, Cultural Pluralism, Departments, Females, Foreign Students, \*Graduate Students, Higher Education, \*Minority Groups, State Universities, Student Needs, Teacher Student Relationship, Teaching Assistants Identifiers—California (San Francisco), \*University of California Berkeley
A handbook for minority graduate students is presented by the University of California, Berkeley.

Included are 10 essays, perspectives of 14 minority students, views of 7 faculty members, a minority faculty directory, and a resources directory. Essay titles and authors are: "The Minority Graduate Experience" (Gloria Cuadraz, Jose Novoa, Ruth Bolden, Ellen Nakashims); "Graduate Affirmative Action: Past to Present" (Dan Ashby); "Misma Americans in Higher Education" (Dan Ashby); "Women of Color" (G. Cuadraz); "Minority Graduate Students in Teaching: The Berkeley TA Experience" (Robby Cohen, G. Cuadraz); "How You Can Be Part of the Solution" (Pedro Noguers, Howie Pinderhughes); "The Foreign Student Perspective" (Stephen Small); "Departmental Relations: Cast of Characters" (Nestor Gonzales); "Relations with Faculty" (Zita Nunes); and "Cultural Diversity in the Bay Area" (J. Novoa). Minority faculty members by department/subject area are listed and distinguished as American minority or foreign born. Also listed are the faculty members' rank, degree and institution attended, and special academic interests. Topics covered by the resource directory include paying bills, campus offices, resources for women, health, and unique needs. (SW)

ED 289 383

Cohen. Robby, Ed. And Others

Learning to Teach: A Handbook for Teaching

Assistants at U.C. Berkeley.

Graduate Assembly of the Univ. of California,

Berkeley.

Assistants at U.C. Berkeley.
Graduate Assembly of the Univ. of California, Berkeley.
Pub Date—85
Note—105p.
Available from—University of California, ASUC Graduate Assembly, Anthony Hall, Berkeley, CA 94720 (\$7.50).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Advising, "Classroom (Teaching Technique), Educational Resources, Employment Practices, Grading, "Graduate Students, Higher Education, Instructional Improvement, Laboratories, Personnel Policy, State Universities, Teacher Effectiveness, "Teacher Responsibility, "Teaching Assistants, Teacher Responsibility, "Teaching Assistants, Teacher Responsibility, "Teaching Assistants (TAs) at the University of California Berkeley, Information to orient teaching assistants (TAs) at the University of California (U.C.), Berkeley, to their teaching responsibilities is presented Written primarily by veteran TAs, pragmatic advice on teaching is offered, drawn from actual classroom experience. After exploring ways to resolve problems that occur in the earliest stage of the semester, suggestions are made on how TAs can devise teaching strategies to improve their effectiveness in all instructional roles, including leading discussion sections in the humanities, sciences, and engineering, teaching composition, math, and foreign language; and teaching lab sections in various subjects. The political, cultural, and social dimensions of being a TA at U.C. Berkeley are also described. Ways to cope with the task of grading and how TAs can evaluate their teaching are also covered. Advice to help TAs teach undergraduates to write effectively is provided, along with information on educational resources and services that can be helpful in teaching and informal advising roles with students. Rights and responsibilities of TAs as educators and employees are also addressed, including the salary schedule, grievance procedure, and tax information. (SW)

ED 289 384

Cohen, Robby, Ed. Robin, Ron. Ed.

Teaching at Berkeley: A Guide for Foreign Teaching Assistants.

Graduate Assembly of the Univ. of California, Berkeley.

Pub Date—85
Note—82p.
Available from—University of California, ASUC
Graduate Assembly, Anthony Hall, Berkeley, CA

Graduate Assembly, Anthony Hall, Berkeley, CA 94720 (\$5.00.)
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors— \*Cultural Differences, \*English (Second Language), \*Foreign Students, \*Grading, \*Graduate Students, Higher Education, Humanities, Language Skills, Sciences, State Universities, Student Evaluation of Teacher Performance, \*Teaching Assistants, Teaching Guides Identifiers—\*University of California Berkeley

RIE MAY 1988

A handbook for foreign teaching assistants (TAs) is presented by foreign graduate students with teaching experience and other educators who have worked clonely with them. Language skills, teaching strategies, cultural issues, resources, and the environment at the University of California, Berkeley, are addressed in 16 articles. Article titles and authors are: "English and the Foreign-Born TA" (Jacqueline Hoeppner-Freitas); "Overcoming the Language Barrier" (Ia-Yush Yen); "Listening Comprehension and Accent Problems" (Dong-Gyom Kim); "How Do Americans Speak?" (Bonnie Burns); "Getting To Know the System" (Stephen Small); "How To Teach without Talking" (Eyal Naveh); "Caeding Sections in the Sciences" (Rajesh Gupta); "Grading Humanities Students" (E. Naveh); "Grading Humanities Students" (E. Naveh); "Grading Tas from the Undergraduate Perspective" (David Pickell); "A Woman, A Foreign Tas" (John Quansheng Zhao); "Oral Communication Resources" (Barbara Gross Davis); "Peer Counseling and Support for Foreign Tas (Gon Robin), Islan Cox); and "Advisers to Foreign Roode). (SW)

ED 289 385

ED 289 385 HE 020 698 Weeks, Herschel P. Bekkum, Victor A. International Project: Education, Industry, and

Note—16p.; Paper presented at the Annual Conference of the Association for International Agricultural Education (Chevy Chase, MD, April 24-26,

tural Education (Chevy Chase, St.D. April 24-26, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Agricultural Engineering, Agricultural Machinery, "Cooperative Education, Cooperative Programs, Equipment Manufacturers, Experiential Learning, Federal Aid, \*Foreign Students, Government School Relationship, Higher Education, \*Industry, "School Business Relationship, State Universities, Student Experience, \*Technology
Identifiers—Egypt, \*Iowa State University
A project that trained four Egyptian graduates of agricultural engineering and mechanization in the field of local manufacturing processes in Iowa is described. With support from the U.S. Agency for International Development, training was conducted by Iowa State University and ALMACO (a small manufacturer of agricultural machines). Training by lows state of the state of t macnine-the PMC 10 (Piot Master Comoine)—to int Egyptian conditions. After a week of orientation, training was provided by both the university and the company from May 27 to August 1, 1986. A list is provided of the topics and schedule of university lectures and labs, which had to be interpreted to the Execution studies. Egyptian students. Also considered are the industrial training activities: observations, hand-on experience in plant processes, instruction about the operation of a plot combine, and design and manufacture of a machine attachment. Field trips were also made to 12 manufacturing plants. (SW)

ED 289 386 HE 020 699

bitt, Frank

Bobbil, Frank
The Impact of an "Agricultural Educator" on
Curriculum at Agricultural Colleges.
Pub Date—[87]
Note—9p.; Paper presented at the Annual Meeting
of the Association of International Agricultural
Education (Chevy Chase, MD, April 24-26,

1987).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Agricultural Colleges, \*Agricultural
Education, College Curriculum, College Faculty,
Consultation Programs, \*Developing Nations,
\*Educational Development, Educational Needs,
Foreign Countries, Higher Education, \*International Educational Exchange, Marketing
Ways to involve agricultural educators in international development projects are considered. Agri-

tional development projects are considered. Agri-cultural educators with expertise in the field of educational process in agricultural education are

needed. These individuals should be proficient in needs assessment and program and curriculum de-velopment. The skills of agricultural educators are especially needed in the development of agricultural colleges. Agricultural educators have realized the contributions they could make and have attempted to sell the need for their services, but this tactic of to seit the need for their services, but thus tactic or selling agriculture education has been only partially successful. A new strategy that relies on the market-ing concept is needed. Agricultural educators need to become more aware of the type of individuals agencies are seeking. Individuals need to be flexible. international in scope of knowledge, and able to focus on the local problems. It is important they realize that the U.S. program they know is only one model of agricultural development and not appropriate for all situations. The profession must continue to get their message to policymakers and employers. (SW)

HE 020 700

ELD 289 387

Cheek, Jimmy G. Beeman, Carl E.

A Faculty Short Course on Improving College Teaching at Escuela Agricola Panamericana, Tegnicigalpa, Honduras, Central America.

Pub Date—Apr 87

Note—10p.; Paper presented at the Annual Meeting of the Association of International Agricultural Education (Chevy Chase, MD, April 24-26, 1987).

1987).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Instruction, Consultation
Programs, \*Faculty Development, Foreign
Countries, Higher Education, \*Instructional Improvement, \*International Educational Exchange, Program Evaluation, Teacher
Effectiveness, \*Teacher Workshops
Identifiers—\*Escuela Agricola Panamericana
(Honduras), \*Honduras, University of Plorida
A short course on improving college teaching at

(Honduras), "Honduras, University of Florida
A short course on improving college teaching at
Escuela Agricola Panamericana (EAP), in Tegucigalpa, Honduras, is discussed. Two University of
Florida college faculty members were engaged by
the United States Information Agency to conduct
the 2-week course for EAP college faculty. Course
the 2-week course for EAP college faculty. Course objectives included: identifying the role of the teacher and major learning principles, describing a procedure for developing college courses and lesson procedure for developing college courses and lesson plans, selecting and using a variety of teaching methods, developing and using visual aids, and developing tests. The workshop began on September 8, 1986 with a 2-hour general session. Weekday morning seminar sessions were conducted in English and night sessions were translated into Spanish. Twenty-four faculty from EAP completed the course, and several other faculty attended one or more sessions. The U.S. faculty members also consulted with staff regarding current educational promore sessions. The U.S. faculty members also con-sulted with staff regarding current educational pro-grams and possible revisions. Information is provided on workshop textbooks, the course sched-ule, and topics and reading assignments. Workshop evaluation questions and the results are also pres-ented. Major accomplishments of the activity are specified, along with recommendations for the fu-ture. (SW)

HE 020 701

ED 289 388

Cushman, Harold R.

Institution Building in Agricultural Education at the University of the South Pacific.

Cornell Univ., Ithaca, N.Y.; Hawaii Univ., Manoa.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—86

Note—39p.; Paper presented at the Annual Meet-ing of the Association of International Agricul-tural Education (Chevy Chase, MD, April 24-26,

1987).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— Agricultural Education, Cooperative
Programs, "Curriculum Development, "Faculty
Development, Foreign Countries, Higher Education, Inservice Teacher Education, Instructional

tion, Inservice Teacher Education, Instructional Materials, International Educational Exchange, Program Development, "Regional Cooperation, "Teacher Education, "Technical Assistance Identifiers—"University of the South Pacific (Fiji) Insights gained in starting a teacher education program in agriculture at the Alafua (Western Samoa) campus of the University of the South Pacific (USP) are shared by a Cornell University faculty member who served as a technical assistant. The activity was part of the South Pacific Regional Agri-

cultural Development Project, which was funded by the U.S. Agency for International Development. In addition to some vignettes covering the experience, the historical background of USP and the agricultural development project are traced. A summary is presented of progress in achieving the following program objectives between 1982 and 1986: further program objectives between 1952 and 1950 intrinst develop the curriculum for the Advanced Certifi-cate in Teaching Agriculture (ACTA) Program; or-ganize and conduct the agricultural education courses offered in the ACTA program; prepare in-structional materials for use in vocational agriculstructions insterials for use in vocational agricultural classes at public /private secondary schools; offer inservice training for employed agriculture teachers; implement staff development plans; and train instructors to teach technical staff of public/private agencies in the region. Suggestions for administrators, and recommendations. private agencies in the region. Suggestions for ad-ministrators and recommendations for future teacher education efforts are offered. Appendixes include an article by Cushman titled "Who Should We Send on Overseas Assignments" and a list of articles published in the "South Pacific Ag Teacher." (SW)

HE 020 847

ED 289 389 HE 020 84

Hart. E. P. And Others

A Comparison of the Academic Achievement of
Saskatchewan High School Graduates Who Intended To Enter Selected Faculties at the University of Regina, 1982 and 1983.
Regina Univ. (Saskatchewan). Faculty of Educa-

Pub Date-Jun 85

Pub Date—Jun 85
Note—58p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF0L/PO3 Plus Postage.
Descriptors—\*Academic Achievement, \*College Applicants, \*College Bound Students, Colleges, College Science, Comparative Analysis, \*Education Majors, Engineering Education, Grade Point Average, Higher Education, \*High School Graduates, Liberal Arts, Majors (Students), Scores, Sex Differences, \*Student Characteristics Identifiers—Saskatchevan, University of Regina

Identifiers-Saskatchewan, University of Regina

Conducted as part of a larger study, this study attempted to describe and compare academic achievement of students who intended to enter seattempted to describe and compare academic achievement of students who intended to enter selected faculties (education, engineering, arts and sciences) of the University of Regina (Canada) in the fall of 1982 and 1983 and who graduated from Saskatchewan high achools. This group totaled 3,632 of whom 2,663 were accepted by the university. Data were collected on the following variables: birth date, gender, faculty year of entry, high school graduation date, high school location, grades in selected high school courses, and grade point average (GPA). For purposes of comparison, the population was divided by year of entry and by faculty selected. Results are presented in tabular and narrative form. It is concluded that students intending to enter the Faculty of Education demonstrated lower overall academic performance, based on high school grades. Although overall GPAs for the entire population were above average, the achievement of education applicants is lower than their college-bound peers. (KM)

ED 289 390 HE 020 848

Ethington, Corinna A. Wolfle, Lee M.

The Selection of Quantitative Undergraduate
Fields of Study: Direct and Indirect Influences. Pub Date-Apr 87

Pub Date—Apr 87

Note—27p.; A previous version of this paper was presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MFDI/PC02 Plus Postage.

Descriptors—Attijude Change, Career Awareness.

Discriptor—Attitude Change, Career Awareness,
"Career Choice, Career Planning, "College Mathematics, College Science, Equal Education, Females, Higher Education, High School Students,
"Majors (Students), Nontraditional Occupations,
Parent Attitudes, "Parent Influence, "Sex Bias,
Sex Discrimination

In order to increase women's representation In order to increase women's representation among quantitative degrees, Berryman (1985) suggested two strategies: (1) increase women's share of the initial mathematical/scientific pool; or (2) reduce attrition from the pool. However, current research indicates that the decision to enter a quantitative field of study for women is the result of a complex interaction of many factors. This study examines the manner in which these factors influence women's choice of undergraduate fields of study by proposing a model indicating hypothesized patterns of effects. The estimation of the model resulted in the exogenous background variables producing the predominant influences in the model. Data for this study were drawn from the 1980 sophomore cohort of the national longitudinal "High School and Beyond" survey. The analyses reported here were based on 1,893 women who participated in all waves of that study, who had attended a post-secondary educational institution, and for whom data for all variables were available. Results suggest that while parents encourage academic performance that while parents encourage academic performance in general, they tend to discourage daughters from entering quantitative fields of study in college. It is entering quantitative fields of study in college. It is suggested that intervention strategies targeted no later than junior high school be developed for use with females and their parents to increase awareness of opportunities for women and to effect change in attitudes and course-taking patterns. (Author/KM)

ED 289 391 HE 020 849 Shreeve, William C. And Others

Early Retirement: A Survey of Corporaie and
University Benefits.

Eastern Washington Univ., Chency.

Pub Date-[87]

Pub Date—[87]
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Faculty, \*Early Retirement,
Fringe Benefits, Higher Education, \*Industry,
\*Retirement Benefits, Surveys, Teacher Employnent Benefits

\*Retirement Benefits, Surveys, Teacher Employment Benefits
While corporations have been offering early retirement to their employees for a number of years, universities and colleges have only recently used such programs to create change. This survey was conducted to determine how professors are faring as relative newcomers to early retirement programs. Questionnaires were mailed to 159 colleges and universities and 100 corporations, with response rates of 69.2% and 72% respectively. Tabulations are provided on responses to 14 questions concerning early retirement program attributes, benefits, and options, including counseling and financial planning services. Results show that professors are faring as well as or better than their corporate counterparts on virtually all measures, and are offered significantly more opportunities for phased or gradual retirement. (Author/KM)

HE 020 851

Baron, Patricia B. Graduate Student Recruitment. Pub Date—87

Available from—Council of Graduate Schools, One Dupont Circle, Suite 430, Washington, DC 20036-1173.

20036-1173.

Journal Cit—Communicator; p8-12 Sep-Oct 1987

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Graduate Students, "Graduate

Study, Higher Education, "Marketing, Models,
"Program Effectiveness, Program Evaluation,
"Student Recruitment, Surveys

A study of graduate student recruitment practices in the prince of 1986 to determine

A study of graduate student recruitment practices was conducted in the spring of 1986 to determine the current practice of graduate schools and to determine the extent to which they are using marketing techniques. The members of the Council of Graduate Schools were surveyed; 250 graduate schools responded (69% response rate). Questions concerned the effectiveness of recruitment programs, responsibility for recruitment financial and personnel resources for recruitment, and evaluation personnel resources for recruitment, and evaluation of recruitment efforts. Ratings of selected recruitof recruitment efforts. Ratings of selected recruitment strategies and marketing techniques were requested. Among the results presented and discussed here are the following: the most cost effective recruitment strategies were considered to be personal contact, publications, and financial assistance, among others; and a significant relationship was found between the effectiveness of a recruitment program and the presence of professional recruit-ment personnel. Based on the results of this study ment personnel. Based on the results of this study and the literature reviewed, a model for graduate student recruitment was developed. Each of the fol-lowing steps in the model is discussed: (1) assess-ment (analysis of the institution, the students, the "competition," and the job market); (2) developing recruitment and earollment objectives; (3) develop-ing recruitment plans and recruitment strategies to meet the above objectives (involving academic and financial considerations, publicity and advertising, segmentation of the student market, and other factors); (4) implementing a recruitment program; and (5) monitoring and evaluating the recruitment program. (KM)

HE 020 852 ED 289 393

Syverson, Peter D.
First CGS/GRE Enrollment Survey Data Re-

leased. Council of Graduate Schools in the U.S., Washington, D.C. Pub Date-87

Pub Date—87
Note—49.
Journal Cit—Communicator; p2-3 Sep-Oct 1987
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Doctoral Programs, "Enrollment
Trends, Females, Full Time Students, "Graduate
Students, "Graduate Study, Higher Education,
Institutional Characteristics, Males, Masters Programs, Part Time Students, Private Colleges, Public Colleges, Sex Differences
Preliminary results of the 1986-87 Council of
Graduate Schools/Graduate Record Examinations
(CGS/GRE) Enrollment Survey are presented. Respondents totaled 512 of the 552 U.S.institutions
surveyed, for a 93% response rate. Highlights of the spondents totaled 312 of the 332 U.S.institutions surveyed, for a 93% response rate. Highlights of the survey results include: (1) CGS and affiliated institutions enrolled 85% of the total graduate enrollment nationwide, with public institutions representing 70% of these enrollments; (2) nearly half of the students. representing 70% of these enrollments; (2) nearly half of the students were women; (3) among master's-only institutions, 56% of the students were women; (4) part-time students comprised 52% of the total enrollments; and (5) graduate students at private institutions were somewhat more likely to be the total enrollments; and (5) graduate students at private institutions were somewhat more likely to be male (51% versus 48%) and full-time (43% versus 41%) than their counterparts at public institutions. Statistical tables give data on total enrollment by institution type and sex, and by institution type and enrollment status (1986), first-time enrollment by institution type and sex (1986), graduate degrees awarded by sex (1985-1986), and a profile of graduate enrollment by region (1986). (KM)

ED 289 394 HE 020 853

Meleca, C. Benjamin
Suggested Guidelines for the Administrative Review Offices of Medical Education.

Pub Date-Sep 87

Journal Cit-Professions Education Researcher

Journal Cit-Professions Education Researcher Notes; v9 n2 Sep 1987
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, "Departments, "Evaluation Methods, Guidelines, Higher Education, "Redicial Education, "Planning," Program Administration, Program Effectiveness, "Program Evaluation
A general description and suidalines are seen.

A general description and guidelines are pres ented for a program review process for departments of medical education of the administrative units within colleges of medicine. After a discussion of within colleges of medicine. After a discussion of the purposes of reviews, a suggested review process is described. The process to be utilized should be negotiated by the principle units, the administrative coordination committee, and the dean's office. Although written review guidelines are considered essential, the review methodology is expected to be evolutionary if it is to serve the purpose of program improvement. Three components of the review are discussed: (1) administrative review and reporting (the role of the administrative coordination committee); (2) self-study; and (3) external reviews. A case study describing the experience of The Ohio State study describing the experience of The Ohio State University College of Medicine (Division of Re-search and Evaluation in Medical Education) is included. (KM)

HE 020 854 ED 289 395

Pugh, Nathaniel And Others
Trends in Major Fields of Study at Southern
Colleges and Universities: Implications for Eq-

Pub Date-Oct 87 Note—25p.; Paper presented at the Annual Meet-ing of the Southern Association for Institutional Research (New Orleans, LA, October 28-30,

1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agribusiness, Agricultural Education,
Allied Health Occupations Education, Black Col-

leges, \*Black Students, \*College Students, Computer Science Education, Engineering Technology, \*Enrollment Trends, \*Equal Education, Females, Higher Education, \*Majors (Students), Males, Higher Education, \*Majors (Students), Males, Mathematics Education, Minority Groups, Public Affairs Education, Racial Differences, \*Sex Differences Identifiers—\*United States (South)

A study was conducted to: (1) analyze trends in the number of minorities and women enrolled at undergraduate and graduate levels in managerial, technical, and scientific fields; (2) examine the number of undergraduate and graduate minorities and women who major in these fields; and (3) examine the impact of these trends on equity and access. Four years (1983-1985) and 5 years (1981-1985) of student data were obtained from two statewide systems of higher education. Data on enrollments blevel, race, and sex were obtained to assess trends. Analyses are presented for black females, black males, white females, and white males. Enrollments are summarized by level of instruction for both states and by major field of study for one of the states. In addition, enrollments are traditionally black colleges were compared to those at other institutions. Among the major findings are: the proportion of minority enrollments over time tended to be stable; black females tended to be highly represented in the fields of Business/Office, Public Affairs, Health Sciences, Protective Services, Engineering Technologies, Computer and Information Sciences, Mathematics, Parks and Recreation, and Public Affairs, enrollment trends at traditionally black colleges and other institutions tended to remain stable or increase overtime. (KM) overtime. (KM)

HE 020 855 Whipple, William R. Collaborative Learning: Recognizing It When We See It.

Pub Date-Oct 87

Note-6p. Journal Cit-

ED 289 397 HE 020 856

Arden, Eugene The Provost's Number One Priority. Pub Date—Oct 87

Note—5p.
Journal Cit—AAHE Bulletin; p8-10 Oct 1987
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC01 Plus Pestage.
Adjunct Paculty. \*Administra

Descriptors—Adjunct Faculty, \*Administrative Problems, Administrator Attitudes, \*Administrator Action Automation, \*College Administration, Higher Education, Humor, Organizational Communication, Teacher Salaries

by means or a humorous description of a series of meetings between a college provost and several faculty and staff members, this article illustrates the difficulties of determining what a university's highest priority should be, in the light of different and conflicting opinions and interests among the faculty. (KM) By means of a humorous description of a series of

Dinham, Sarah M.

HE 020 857

Notween Academe and Professional Practice: Initial Reflections on Analyzing the Role of Professional Practice in Higher Education.

Pub Date-87

Pub Date—57
Note—15p.; Paper presented at the Western Regional Meeting of the Association of Collegiate Schools of Architecture (1987).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Architectural Education, Architecture, \*College Faculty, Conflict of Interest, \*Consultants, Faculty Evaluation, Higher Education, Multiple Employment, \*Pere Evaluation, \*Professional Recognition, Publish or Perish Issue, Research Needs, Teacher Qualifications, \*Teacher Role

search Needs, reacher Quantications, reacher Role

A complicated and continuously changing issue for faculty in professional schools is reviewed here: the role of faculty practice in their academic lives in general, and in their peer evaluation in particular. The discussion first considers the roles played by faculty professional practice in various professional fields and identifies the underlying themes and convoversies both for the organization and for individual faculty members' evaluation. These complications are illustrated with pertinent philosophical, methodological, and political examples for architecture. The discussion concludes with a overview of questions that research on this issue should pursue, including ways in which practice informs teaching. (Author/KM)

HE 020 858

Doublette, Frances
Time Perspective on Nursing Students and Its
Relationship to Nursing Care Planning.
Spons Agency—Boston Coll., Chestnut Hill, Mass.
Pub Date—Jan 87

Note—48p; Paper presented at the Annual Research in Nursing Education Conference (5th, San Francisco, CA, January 15, 1987).
Pub Type—Reports—Research (143)—Speeches/-

San Francisco, CA, January 15, 1987).
Pub Typer-Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PCD Plus Postage.
Descriptors—Academic Achievement, Age Differences, Attitudes, "College Seniors, College Students, "Goal Orientation, Grade Point Average, Higher Education, Nurses, "Nursing Education, "Objectives, "Time Perspective, Writing Skills The relationships among time perspective, mood, age, and an academic grade point average (GPA) and goal-writing abilities were investigated in 123 senior baccalaureate nursing students from three university programs. Time perspective-past, present, and future-was measured by an Experiential Inventory, Circles/Line Test, and two Opinion Surveys. A total goal-writing proficiency score was obtained comprising measures of relevance, specificity, and usefulness of the goals written by students in response to a hypothetical clinical story. Results of the data analysis indicate an absence in relationship between the goal-writing proficiency scores and the time perspectives, mood, or GPAs held by the students. Twelve subjects who perceived their past, present, and future as interrelated periods of time demonstrated greater proficiency in total soal-writing sublities than the remainder, who contheir past, present, and future as interrelated periods of time demonstrated greater proficiency in total goal-writing abilities than the remainder, who conceptualized their time zones in automistic patterns. Students with GPAs above 3.09 wrote more relevant goals but were not found proficient in the total goal-writing process. Subjects reporting a positive mood-happy, healthy, optimistic, or excited-held a more future time accession than did these after more future time perspective than did those who were sad, pessimistic, sick, or bored. Mood did not influence goal-writing ability. (Author/KM)

HE 020 860

College-Bound Seniors Report, 1985-86, Connecticut State Board of Education, Hartford. Pub Date-87

Pub Date—87
Note—29p.

Available from—Connecticut State Board of Education, 61 Woodland Street, Hartford, CT 06105.

Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)

EDRS Price - MPUI-PCD2 Plus Postage.
Descriptors—Achievement Tests, \*Aptitude Tests, \*College Bound Students, Comparative Analysis, Education Majors, Higher Education, High Schools, \*High School Students, Majors (Students), Mathematica Tests, Minority Groups, Racial Difference, \*Scores, Sex. nority Groups, Racial Differences, \*Scores, Sex Differences, Statistical Data, \*Student Character-istics, Verbal Tests, Writing Skills Sentifiers—\*Connecticut, \*Scholastic Aptitude

Test
The twelfth annual report on the Scholastic Aptitude Test (SAT) scores of Connecticut's college-bound seniors analyzes their characteristics, high school records, and college plans. This report is based upon the most recent responses of 28,302 1985-86, seniors who participated in the College Board's Admission Testing Program at any time during high school. Among the results highlighted are the following: (1) the verbal average of 440 as nine points above the national average and equal to last year's state average; (2) males averaged 444 of the verbal and females 437; (3) the average math score of 474 was one point below last year's state servage. the verbal and females 437; (3) the average math score of 474 was one point below last year's state average and one point below the national average; (4) the math average for males was 499 and for females, 451; and (5) the gap between black and white students on the verbal and math tests is wide but has narrowed since 1975-76. A series of figures and tables provides results and comparative analyses by test, ethnic/minority group, sex, and by intended area of study. (KM)

HE 020 861 ED 289 401

de Silva, Deema Freund, Clara Success Strategies for College Studer Wichita State Univ., Kans.

Wichita State Univ., Kans.
Pub Date—[87]
Note—70p.; Topic issue printed on blue paper.
Pub Type— Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
EDRS Price - MP01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—Academic Achievement, Academic Aspiration, \*Academic Persistence, Assertiveness, Cognitive Style, \*College Students, Educational Attainment, Educational Benefits, \*Goal Orientation, Higher Education, \*Learning Moti-

tional Attainment, Educational Benefits, "Goal Orientation, Higher Education, "Learning Motivation, Learning Strategies, Questionnaires, "Student Attitudes, Student Behavior, Student Educational Objectives, "Student Motivation, Study Skills, "Success This handbook for those involved in assisting and emouraging college students to persist and graduate covers the following topics: benefits of college; persistence factors; successful students; a mission that motivates; results in real time; self-management through self-mastery (time management, assertiveness, study skills, learning styles, and mind control); team building/team playing; course correction; change management; and a success course, persistence and a college degree. Following a list of references, additional resources are given on (1) goal selection; (2) applied learning theory; (3) your style of learning and thinking; (4) the right and left brain hemisphere functions; (5) train yourself to induce deep muscle relaxation; and (6) formula for success. Various checklists and self-test questionnaires are included. (KM)

E.D 289 402

Defaulted Student Loans. Private Lender Collection Efforts Often Inadequate. Report to the Secretary of Education.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO-HRD-87-48

Pub Date—Aug 87

Note—489. HE 020 863

Pub Date—Aug 37 Note—48p. Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies \$2.00 each; 25% discount on orders for 100 or more copies mailed

discount on orders for 100 or more copies mailed to a single address). Pub Type—Reports - Evaluative (142) EDRS Price - MP01/PC02 Plus Postage. Descriptors—Accountability, \*Federal Aid, Federal Programs, Financial Services, Higher Education, \*Loan Repayment, Private Financial Support, Public Support, \*Student Financial Aid, \*Student Loan Programs Identifiers—Default Analysis
The increasing costs, paid by the Department of Education through 47 loan guaranty agencies, for defaulted loans made through the Guaranteed Student Loan Program prompted the General Ac-

defaulted loans made through the Guaranteed Student Loan Program prompted the General Accounting Office (GAO) to evaluate the policies and procedures used by the Department and the guaranty agencies. The purposes were to determine whether: (1) the guaranty agencies established and enforced collection and claim filing standards for lenders that adequately protect the federal interest; and (2) the guaranty agencies promptly process and pay lender claims. The principal findings were that: most agencies' collection standards have not been approved by the Department; the standards of most

of the agencies were inadequate; compliance with standards has not been enforced; federal interest costs varied widely; and the Department's revised regulations need to be enforced. GAO's recommendation is that the Secretary of Education develop and implement a process that will provide such enforcement. (KM)

HE 020 864 ED 289 403

ED 289 403

McGuinness, Kathleen, Comp.

Non-Traditional and Interdisciplinary Programs:
Selected Papers from the Annual Conference of
Non-Traditional and Interdisciplinary Programs
(5th, Virginia, May 4-6, 1987).
George Mason Univ., Pairfax, Va.
Pub Date—May 87

Note—776p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF05/PC32 Plus Postage.
Descriptors—"College Curriculum, Computer Assisted Instruction, Computer Uses in Education,
Continuing Education, Corporate Education, Educational Technology, Graduate Study, Higher
Education, Honors Curriculum, Individualized
Programs, Inservice Teacher Education, "Interdisciplinary Approach, Liberal Arts, Military Personnel, "Nontraditional Education,
Prior Learning, Program Evaluation, Rentry Students

Professional Education, Program Evaluation, Rentry Students Nontraditional Students, Outcomes of Education, Prior Learning, Program Evaluation, Reentry Students, School Business Relationship, Student Evaluation, \*Undergraduate Study, Wriing Skills Nearly 100 conference papers from the George Mason University annual conference on nontraditional and interdisciplinary studies are presented. The are grouped into 14 categories: (1) assessment of prior learning, which includes "Lifelong Learning. Integrating the Liberal Arts and Experience in Adult General Education" (1. Gary Bernhard) and "Partnerships in Assessine Prior Learning. A Model and integrating the Liberat Arts and Superience in Adult General Education" (J. Gary Bernhard) and "Partnerships in Assessing Prior Learning: A Model College Union Program? (Hugh B. Hammett); (2) evaluation outcomes, including "Strengthening Adult Learning through Program Review: An Institutional Case Study" (Robert L. Norris); (3) corporate/university linkages, which includes "Using Instructional Television To Bring the University to the Corporate World" (Joan De Rooy) and "The Joist Partnership Role of Continuing Education and Labor-Management in Corporate America" (Robert B. Leiter); (4) honors programs, including "Social Constructionist Approach to Curriculum as an Integrative Dialogue" (Tim McCracken); (5) interdisciplinary undergraduate programs, including "Creating an Interdisciplinary Curriculum (Donald B. Pribor); (6) issues in interdisciplinary graduate programs, interdisciplinary Curricula" (Donald B. Pribor); (6) issues in interdisciplinary graduate programs, including "An Individualized Master of Arts Program in Interdisciplinary Studies" (Alfred Cohn); (7) military programs, including "Bachelor Degrees for Soldiers (BDFS) Systems" (Clinton L. Anderson); (8) related issues in non-traditional education, including "Kinderskills: Unique Intergenerational and Interdisciplinary Program of Skill Instruction" (Linda M. Carson) and "Planned Inertia: The Struggles of Two Experimental Colleges" (Gi Gardner): (Linda M. Carson) and "Planned Inertia: The Strug-gles of Two Experimental Colleges" (Gi Gardner); (9) teaching the teachers: a response to the call for quality, including "Instructional Strategies for Non-Traditional Learners" (Walter V. Hanclosky) and "Support Mechanisms for Part-Time Faculty at the School of Visual Arts" (Mark Salmon); (10) teaching writing across the curriculum, including "The Role of Writing in Interdisciplinary Programs" (Katherine K. Gottschalk); (11) technology grams" (Katherine K. Gottschalk); (11) technology and non-traditional interdisciplinary programs, including "The Electronic Seminar: Distance Education by Computer Conferencing" (Lowell Roberts); (12) the ascent of older, new students and other issues in the non-traditional/interdisciplinary education of adults, including "Values, Decision-Making and Power: An Interdisciplinary Course for the Adult Learner" (Dinch Moghdam Davis); (13) undergraduate interdisciplinary courses, including "Biological and Literary Interpretations of the Nature of Man" (Frank P. Riga and Kenneth R. Barker); and (14) ways of knowing interdisciplinary issues in the liberal arts, including "Integrating Science and the Humanities for Career-Oriented Students" (Stephen Gottlieb and Robert Martinez). dents" (Stephen Gottlieb and Robert Martinez). Each paper includes a bibliography. (KM)

HE 020 866 ED 289 404 Tucker, Allan Bryun, Robert A. The Academic Dean: Dove, Dragon, Report No.—ISBN-0-02-932691-5 Pub Date—88 Note—194p. and Diplomat.

Available from—Macmillan Publishing Co., 866
Third Avenue, New York, NY 10022 (\$24.95).
Pub Type—Books (010)
Decsment Not Available from EDRS.
Descriptors—\*Academic Deans, Administrator
Evaluation, \*Administrator Responsibility, \*Administrator Role, Budgeting, \*College Administrator, College Faculty, College Presidents, College Students, Department Heads, Higher Education, \*Instructional Leadership, Organizational Communication, Public Relations, School Community Relationship, Teacher Administrator Relationship
Written for deans in colleges and universities of all

Community Relationship, Teacher Administrator Relationship
Written for deans in colleges and universities of all sizes and types, this book examines a number of management issues and provides advice on recognizing and solving problems that face academic administrators who have several departments or divisions under their jurisdiction. The book is divided into ten chapters (1) The Perfect Dean; (2) Dividing the Budget among Academic Departments and Programs; (3) Department Chairpersons and the Dean; (4) Performance and Evaluation of Chairpersons through the Dean's Eyes; (5) Dealing with the Faculty; (6) Dealing with the Students; (7) Relations with Presidents, Provosts, Vice Presidents, and Other Deans; (8) Frustrations with Institutional Support Staff; (9) Interaction with the External Public: Alumni, Parents, Trustees, and Legislators; and (10) Epilogue: "How Am I Doing?" A bibliography and index are appended. (KM)

ED 289 405

HE 020 867

Hogarth, Charles P. Quality Control in Higher Education. Pub Date—87

Pub Date—87
Note—145p.
Available from—University Press of America, Inc., 4720
Boston Way, Lanham, MD 20706
(ISBN-0-8191-6174-8-\$23.50 hardback, ISBN-0-8191-6175-6-\$10.75 paperback).
Pub Type—Books (010)
Document Not Available from EDRS.
Descriptors—Accrediting Agencies, Administration, Alumni, Athletics, College Curriculum, College Faculty, College Libraries, College Planning, College Programs, Educational Counseling, Educational Finance, "Educational Quality, "Higher Education, Professional Personnel, "Quality Control

The status of quality control in U.S. higher educa-tion is discussed with an overview of the functions and structure of public and private colleges and uni-versities. The book is divided into seven chapters: versities. The book is divided into seven chapters:

(1) outside controls (accrediting groups, governmental groups and other groups); (2) structure
(board of control, president, organization); (3) finance and planning (money, accounting and budget;
fund raising; and planning); (4) personnel (selection
and performance, faculty, students, admission and
financial aid); (5) program (curricula-undergraduate and graduate, teaching, research, and public service); (6) support services and activities (library,
guidance, extracurricular activities, intercollegiate
athletics, and auxiliary enterprises); and (7) other
essentials (buildings and grounds, alumni/ae, public
relations, standards and worth). A brief set of conclusions and a selected bibliography are appended.

(KM)

ED 289 406 HE 020 87
Halstead, Kent, Ed.
Higher Education Bibliography Yearbook, 1987.
First Edition.
Research Associates of Washington, DC.
Pub Date—May 87 HE 020 870

Pub Date—May of Note—146p.

Available from—Research Associates of Washington, 2605 Klingle Road, N.W., Washington, DC 20008 (\$25.00).

Pub Type— Reference Materials - Bibliographies

Pub Type-(131)

(131)
Document Not Available from EDRS.
Descriptors—Adult Education, Annotated Bibliographies, Anthropology, \*College Administration, College Curriculum, College Faculty, College Libraries, \*College Students, Community Colleges, Continuing Education, Economics, Educational Finance, Governance, \*Government School Relationship, Graduate Study, \*Higher Education, History, Institutional Advancement, Intellectual Disciplines, Philosophy, Private Colleges, Proprietary Schools, Sociology, Vocational Education This annotated bibliography covers 34 topics and over 100 subtopics in the field of higher education and emphasizes observations, findings, and recom-

mendations prepared by more than 80 contributers. The majority of the materials are published books and major journal articles. A subject taxonomy and author index are provided. Major categories are the academic enterprise, students, institutions, government, seven disciplines, and sectors. Topics include: teaching and learning; curriculum; faculty; libraries; graduate education, research, and public service; student development; recruitment, admissions, and retention; student affairs and services; institutional admission, quality, and accreditation; institutional admission, quality, and accreditation; institutional admission, quality, and accreditation; institutional adretention; student affairs and services; institutional mission, quality, and accreditation; institutional advancement management; educational finance; personnel administration; college planning and research; campus and building planning and management; federal policy; national system comparisons; statewide planning and coordination; resource allocation; assessment, evaluation, and outcome analysis; educational opportunity; student financial aid; work, education, and industry; history; philosophy; law; economics; sociology, anthropology, and demography; private colleges; community colleges; private career schools; and adult and continuing education. (SW)

HE 020 881 ED 289 407

Ehrlich, Thomas
Education and Values.
Indiana Univ., Bloomington.
Pub Date—12 Oct 87

Pub Date—12 Oct 87
Note—11p.; Inaugural Address of Indiana University President Thomas Ehrlich.
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aesthetic Values, College Presidents,
\*College Role, Educational Opportunities,
\*College Role, Educational Opportunities,
\*Equal Education, Ethics, Freedom of Speech,
Higher Education, \*Intellectual Freedom, Leadership Responsibility, \*Moral Values, Political
Attitudes, \*Values, Values Clarification
The role of the university in moral and value issues are discussed in a 1987 inaugural address by the
president of Indiana University. He suggests that a
college education should include values through
both intellectual inquiry and example. Liberty to
speak and write is an essential value if faculty and
students are to achieve their scademic missions. students are to achieve their academic missions. The freedom of the university ensures that many The freedom of the university ensures that many approaches to moral tenets may be tested. A key value at the university is the morality of reason that requires examination of issues to help avoid prejudice. An important dimension of what students learn is a process of self-examination through rational inquiry. The morality of respect and belief in the worth of each individual is linked to the concept of equal opportunity. The moralities of reason and respect must be joined by a morality that recognizes the importance of learning for its own sake and for the sake of the learner. Colleges also provide a forum for public inquiry on key public policy issues. Appreciation of the arts has a special place at Indiana University. Leadership qualities of university presidents that affect the development of values are also considered. (SW)

ED 289 408 HE 020 882

Gordon, Rooseveit, Jr.

An Investigation of Non-Traditional Black Students at a Public Urban University, and the Effects of a University Mandatory Tutoring and Advisement Program on Student Development, Retention and Grade Point Averages: A Literary

-[87]

Pub Date—[87]
Note—38p.
Pub Type—Information Analyses (070) — Opinion
Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Academic Advising, "Academic
Persistence, "Black Students, College Students,
Educational History, "Grade Point Average,
Higher Education, Public Colleges, School Holding Power, Student Development, "Tutoring,
"Urban Universities
The background concerning educational pro-

"Urban Universities

The background concerning educational programs and practices designed to promote the development, retention, and grade point averages of black college students is traced. The literature reveals historical events and legislative statutes that brought a system of educational inequality to blacks in America. A dual educational system has meant that blacks have required assistance to gain access to education and to compete with a white society that has been exposed to education for over 200 years prior to blacks. Tutoring has been a method to assist nontraditional students academically. Some

colleges require students to sign contracts to use available academic support services as part of their college admission. Based on the literature, approaches are cited to improve the counseling relationship between counselor and black students. In addition to considering student development in general, problems encountered by black students on predominantly white campuses are addressed, along with reasons for attrition and methods to decrease attrition of black students on predominantly white campuses. Mandatory participation in counseling/advisement and tutoring for students in special assistance programs is advocated. Fifty-four references are listed. (SW)

ED 289 409 HE 020 918

Gordon, Roosevelt, Jr.
A Retention and Achievement
Non-Traditional Black Students. Program for

Pub Date-[87]

Pub Date—107, Note—22p. Pub Type— Reports - Descriptive (141) — Reports

Note-22p.

Note-22p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Academic Advising, \*Academic Persistence, \*Black Students, \*College Students, Higher Education, \*High Risk Students, Student Motivation, \*Tu-

dents, "College Students, Higher Education, "High Risk Students, Student Motivation, "Tutoring, Urban Universities Illinois University A tutoring and advisement model designed to enhance the academic achievement and retention of cademically underprepared college students is described, along with results of assessing student outerach efforts, participation of students in services, and outcomes. A special objective of the program was to assist black college students. A total of 115 Northeastern Illinois University undergraduate students participated in the Department of Special Programs in the fall 1986 term. Twenty-two of these students who received a GPA of below "C" were selected to participate in a tutoring and advisement program. Fifteen of these students completed the Winter 1987 term, during which time 6 letters were sent to them urging participation in systematic advisement and tutoring services. It was found that the students did not follow any one prescribed schedule for tutoring or advisement. It is suggested that a method be developed to recruit students to the tutoring and advisement services. (SW)

The Letter: 37 Presidents Write.
American Association for Higher Education, Washington, D.C.
Pub Date—Nov 87

ington, D.C.
Pub Date—Nov 87
Note—6p.
Available from—American Association of Higher
Education, One Dupont Circle, Suite 600, Washington, DC 20036.
Journal Cit—AAHE Bulletin; p10-14 Nov 1987
Pub Type— Journal Articles (080) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, \*College Presidents, \*College School Cooperation, \*Educational Quality, Higher Education, \*Minority Groups, Position Papers, Schools of Education, \*Teacher Education, \*Teacher Recruitment, Teaching (Occupation)
Perspectives on how to improve U.S. education are provided in an open letter signed by 37 college presidents and chancellors who attended a September 1987 Spring Hill conference. The conference focused largely on the issue outlined in "A Nation Prepared: Teachers for the 21st Century," a report sponsored by the Carnegie Forum on Education and the Economy. Priorities that are identified include: emphasizing to the public the importance of quality schools, promoting university and school collaboration, taking initiatives to enhance the attractiveness of teaching as a career and to improve teacher preparation, and making a new commitment to recruit tion, taking initiatives to enhance the attractiveness of teaching as a career and to improve teacher preparation, and making a new commitment to recruit more minorities into teaching. Specific suggestions include: evaluating the resources for departments and schools of education, ensuring that future teachers have a stronger base of knowledge in the academic subjects they will teach and of pedagogy that is specific to these subjects, working with two-year institutions to recruit minority students into four-year institutions and into teaching programs, and reaching out to minority youth in their early high school years to promote their college attendance and exposure to the attractions of teaching. The 37 signers and their institutions are listed. (SW)

HE 020 954 ED 289 411

Shulman, Lee S. Learning To Teach, Pub Date—Nov 87

Note-6p. Available from -American Association of High Education, One Dupont Circle, Suite 600, Washington, DC 20036.

ington, DC 20036.

Journal Cit—AAHE Bulletin; p5-9 Nov 1987

Pub Type— Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— "College Instruction, "Experiential Learning, Higher Education, "Preservice Teacher Education, "Teacher Effectiveness, "Teaching Methods" Identifiers—\*Stanford University CA

Identifiers—"Stanford University CA
Research investigating why learning to teach is
difficult is considered, along with examples that illustrate the issues. A Stanford University study
sought to understand difficulties in transforming
knowledge to teaching. An example is that some
literature classes teach social criticism as well as
literature. Some novels also deal with typical problems like individuality and personal development
issues, and English teachers also have to teach writing and usage as well. Stanford University's teacher
education program is developing uses for case studeducation program is developing uses for case studing and usage as well. Stanford University's case stud-education program is developing uses for case stud-ies of teaching in a manner analogous to the ways business and law schools use them. Examples are cited about how learning from experience for teachers is not simple and does not occur automatically. Effective techniques used by teachers of content courses have been cited as sources of learning to teach by student teachers. A program leading to a teaching degree at Stanford University emphasizes observation by undergraduates of effective methods used by their teachers. (SW)

HE 020 973 ED 289 412 ollective Bargaining Agreement between the Board of Trustees of Delaware State College and the Delaware State College Chapter of the American Association of University Professors, American 1986-1990.

American Association of Univ. Professors, Washington, D.C.; Delaware State Coll., Dover. Pub Date-86

-112p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.

EDRS Price - MF01/PC0S Plus Postage.

Descriptors—Access to Information, Arbitration, 
"Collective Bargaining, "College Faculty, "Contracts, "Employment Practices, Faculty Evaluation, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Professional Development, Records (Forms), "State Colleges, Teacher Employment Benefits, Teacher Placement, Teacher Strikes, Tenure, Unions Identifiers—"AAUP Contracts, American Association of University Professors, "Delaware State College, Dues Checkoff The collective bargaining agreement between the

The collective bargaining agreement between the board of trustees and the Delaware State College board of trustees and the Delaware State College chapter of the American Association of University Professors (AAUF) covering the period 1986 to 1990 is presented. Items covered in the agreement include: definitions; recognition of unit; non-discrimination; rights and privileges (professional dues deduction, access to information, management rights); appointment and reappointment (qualifications, search procedures, etc.); promotion and tenses the professional dues definitions are proposal to the professional dues described to the profe ure (procedures, appeals, etc.); professional development (sabbatical leave, other leave, travel); development (asbbatical leave, other leave, travel); severance procedures (resignation, nonreappointment, dismissal and other sanctions, termination, disability, grievance procedure); evaluations, including of chairmen, academic directors, and head librarians; workload (work year, academic load, faculty representation, availability, committees, overload, funded research, outside employment, department or library assistants, etc.); working conditions (hours, facilities, services); grievance and arbitration; personnel flies; released time; salaries (increases, adjustments, minims, denartment chairfunctions). (increases, adjustments, minims, department chair-men compensation, excellence awards, etc.); fringe benefits (insurance, leaves, holidays, school closngs, notifications); governance (departmental, designation of chairman, search committees, administrative equivalence); past practice; legislative clause; implementation of agreement (no strict or lockouts, etc.); and effect, duration and renegotiation. The salary deduction authorization is appended. (LB)

ED 289 413 Collective Bargaining Agreement: University Sys-tem of New Hampshire and Keene State College Education Association, July 1, 1985-June 30,

Keene State Coll., N.H.; National Education Asso-ciation, Washington, D.C.

Pub Date-85 Note 67p.

Pub Type-als (090) Legal/Legislative/Regulatory Materi-

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Freedom, Access to Information, Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Employment Practices, Faculty Evaluation, Faculty Workload, Practices, Facuity Evaluation, Facuity workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Retrenchment, \*State Colleges, Teacher Employment Benefits, Teacher Placement, Teacher Promotion, Teacher Salaries, Teacher Strikes,

Tenure, Unions
Identifiers—\*Keene State College NH, National
Education Association, \*NEA Contracts

The collective bargaining agreement between the University System of New Hampshire and Keene State College Education Association, an affiliate of the National Education Association (NEA), covering the period July 1, 1985 to June 30, 1987, is presented. Items covered in the agreement include: a memorandum of agreement dated October 26, 1985; preamble; recognition; definitions; manage-ment rights; academic freedom; fair practices; griev-ance procedures; arbitration procedures; personnel files; evaluation procedures; rank qualifications and criteria; contracts and tenure; faculty workload; criteria; contracts and tenure; factury workload; work year; systemwide vacancies and transfers; retrenchment; sabbatical leave; leaves without pay; other leaves; miscellaneous working conditions; association rights; salary; fringe benefits; no strike or lockout; separability; and duration. (LB)

ED 289 414 HE 020 975
Collective Bargaining Agreement between University of Delaware and American Association of University Professors University of Delaware Chapter, July 1, 1986-June 30, 1983.
American Association of Univ. Professors, Washington, D.C.; Delaware Univ., Dover.
Pub Date—1 Jul 86
Note—212: Not available in Professors. HE 020 975

Note-22p.; Not available in paper copy due to small print. Pub Type Legal/Legislative/Regulatory Materials (090) — Tests/Questionnaires (160) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Arbitration, "Collective Bargaining,
"College Faculty, "Contracts, "Employment
Practices, Equal Opportunities (Jobs), Faculty
Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Part
Time Faculty, Personnel Policy, Records
(Forms), "State Universities, Teacher Employment Benefits, Teacher Placement, Teacher Salaries, Teacher Strikes, Tenure, Unions
[dentifiers..." AA LIP Contracts. American Associa-

Identifiers—\*AAUP Contracts, American Associa-tion of University Professors, Dues Checkoff, \*University of Delaware

"University or Delaware
The collective bargaining agreement between the
University of Delaware and the university chapter
of the American Association of University Professors (AAUP), covering the period July 1, 1986
through June 30, 1988, is presented. Topics covered
include the following: agreement; purpose; recognition; AAUP membership; AAUP representatives
and mivilees; hargaining unit membership includand privileges; bargaining unit membership, includ-ing a list of the unit; no strikes or lockouts; grievance procedure; personnel benefits; nondiscrimination; faculty workload; salaries; use of part-time faculty; totality of agreement; precedence of laws; mainte-nance of practices; safety and health; College Paral-lel Program; and term of agreement, calling for automatical renewal unless changes are called for by either party. Appended is a form for the authoriza-tion of payroll deduction of membership dues. (LB)

ED 289 415 HE 020 976 Agreement between the University of Medicine and Dentistry of New Jersey and the School of Health Related Professions Faculty, July 1, 1986-June 30, 1989.

American Association of Univ. Professors, Washington, D.C.; University of Medicine and Den-

tistry of New Jersey, Newark. Pub Date-1 Jul 86

Note—32p.; Not available in paper copy due to small print of original.

Pub Type— Legal/Legislative/Regulatory Materials (090)

als (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Arbitration, "Collective Bargaining.
College Administration, "College Faculty Compensation (Remuneration), "Contracts, Dental Schools, "Employment Practices, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Medical School Faculty, "Medical Schools, Personnel Policy, State Universities, Teacher Employment Benefits, Teacher Placement, Tenure, Travel, Unions Identifiers—"AAUP Contracts, American Association of University Professors, Tuition Reimbursement, "University of Medicine and Dentistry of New Jersey

New Jersey

The collective bargaining agreement between the University of Medicine and Dentistry of New Jer-sey and the School of Health Related Professions sey and the School of Health Related Professions Faculty, an affiliate of the American Association of University Professors (AAUP), covering the period July 1, 1986 through June 30, 1989, is presented. Topics covered include the following: preamble; recognition; definitions; negotiation procedures; personnel files; grievance procedure; management rights; association rights; policy statement; fringe benefits; tuition reimbursement program; faculty responsibilities; aculty responsibilities; and procedures are the program of the travel; compensation; faculty responsibilities; sick leave; reimbursement for continuing education expenses; faculty contracts; publication of the agree-ment; and duration of the agreement. (LB)

ED 289 416 HE 020 977 greement between South Dakota Board of Re-gents and Council of Higher Education, an Affiliate of the South Dakota Education Associa-tion and the National Education Association, May 22, 1987.
National Education Association, Washington, D.C.;
South Dakota Board of Regents, Pierre.
Pub Date—22 May 87

Note-134p.

Note—134p.
Pub Type—Legal/Legislative/Regulatory Materials (090) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Rank (Professional), Access to Information, Administrators, Arbitration, Codes of Ethics, \*Collective Bargaining, \*College-Faculty, \*Contracts, Discipline Policy, \*Employment Practices, Equal Opportunities (Jobs), Evaluation Criteria, Faculty Workload, Fringe Benefits, Governance, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Records (Forms), Teacher Employment Benefits, Teacher Placement, Teacher Salaries, Teacher Strikes, Tenure, Unions, Work Environment

entifiers—Dues Checkoff, National Education Association, \*NEA Contracts, \*South Dakota Board of Regents

The collective bargaining agreement between the South Dakota Board of Regents and the Council of Higher Education (COHE), an affiliate of the South Higher Education (COHE), an affiliate of the South Dakota Education Association and the National Education Association (NEA), is presented, covering the period July 1, 1987 through June 30, 1988. It sets forth the conditions of employment for all faculty (in both higher education institutions and special regental schools) represented by the Council of Higher Education. Division I of the agreement, which provides general provisions for all institutions, covers the following: definitions, recognition, management rights, COHE status, nondiscrimination, civil rights, affirmative action, contract distinctions. management rights, COHE status, nondiscrimination, civil rights, affirmative action, contract disputes (including faculty grievances), evaluation, transfer, assignment and reassignment, faculty unit member reduction procedures, academic freedom, code of conduct for discipline, personnel files, academic governance, unit member responsibilities, working conditions, leaves, fringe benefits, salary, legislative action, agreement management provisions, dues deduction, and effect, duration and renegotiation. Division III and Division III contain the provisions for higher education and special schools and cover the following: individual contracts; evaluation; tenure; transfer, assignment and reassignment; faculty unit member reduction procedures; member responsibilities, working conditions; leaves; member responsibilities; working conditions; leaves; and salary. Division II also covers rank and promo-tion, and Division III also covers academic gover-nance. Seventeen appendices contain grievance

forms, code of professional conduct, evaluation authorization forms, salary distribution plans, etc. (LB)

ED 289 417 HE 020 978 Agreement between Rutgers the State University of New Jersey and Rutgers Council of American Association of University Professors Chapters, July 1, 1986-June 30, 1989. American Association of Univ. Professors, Wash-inston. D. C. Parest.

ington, D.C.; Rutgers, The State Univ., New Brunswick, N.J. Pub Date—1 Jul 86

-97p.; Not available in paper copy due to Note—97p.; Not available in paper copy due to small print of original. Pub Type— Legal/Legislative/Regulatory Materi-als (090)

EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Freedom, Academic Rank (Professional), Access to Information, arbitration, "Collective Bargaining, "College Faculty, "Contracts, Day Care, "Employment Practices, Equal Opportunities (Jobs), Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Pregnancy, Safety, "State Universities, Teacher Employment Benefits, Teacher Promotion, Teacher Salaries, Teaching Assistants, Tenure, Unions

Identifiers—Dues Checkoff, National Education
Association, \*NEA Contracts, \*Rutgers the State

University NJ

The collective bargaining agreement between Rutgers and the Rutgers Council of the American Association of University Professors (AAUP) chapters is presented, covering the period from July 1, 1986 through June 30, 1989. Topics include the 1986 through June 30, 1989. Topics include the following: purpose; academic freedom; recognition; nondiscrimination; deduction of professional dues; registration fee; designation of AAUP representatives and their privileges; salary provisions; grievance procedure; faculty personnel grievance procedure; promotion and reappointment packet; faculty reappointment/promotion; professional duties; infant care leave and disability resulting from pregnancy; leave of absence without pay; personnel files; miscellaneous; health and safety; university procedures; conditions of employment; out-of-cycle salary adjustments; notice of change of promotional criteria and standards; and term of agreement. Appendices include a list of academic titles covered by the AAUP agreement and academic salary schedules for 1986-87, 1987-88, and 1988-89, LB)

ED 289 418 HE 020 979 Agreement between Vermont State Colleges and Vermont State Colleges Faculty Federation, AFT, VFT, Local 3180, AFL-CIO. American Federation of Teachers, Washington, D.C.; Vermont State Commission on Higher Education.

Pub Date -31 Aug 87

Note—131p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Freedom, Arbitration, 
"Collective Bargaining, "College Faculty, "Contracts, "Employment Practices, Equal Opportunities (Jobs), Faculty Development, Faculty
Evaluation, Faculty Workload, Fringe Benefits,
Governance, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Re-cords (Forms), \*State Colleges, Teacher Dismissal, Teacher Placement, Teacher Promo-

Dismissal, Teacher Placement, Teacher Promo-tion, Teacher Salaries, Tenure, Unions Identifiers—"AFT Contracts, American Federation of Teachers, "Vermont State Colleges iThe collective bargaining agreement between Vermont State Colleges (VSC) and Vermont State Colleges Faculty Federation, an affiliate of the American Federation of Teachers (AFT), is pres-ented that covers the period from September 1, 1986 through August 31, 1988. The following 48 articles are included: definitions, recognition, man-agement rights, federation rights, federation officer rights, dues check off, academic freedom, anti-disrights, dues check off, academic treeuom, annual crimination, no strike or lock out, outside employment, health and safety, notice of vacancy, transfer and classification, grievance procedure, arbitration, layoff, advising and registration procedure, faculty continued to a support the continued of the continued rights, dues check off, academic freedom, anti-dis governance, faculty evaluation, appointment and reappointment, promotion, tenure, workload, personnel files, residual rights, salaries, salary schedule criteria, faculty development fund, professional travel funds, mileage reimbursement, insurance, continuation of frings benefits, retirement, tuition benefits, jury duty, sick leave, bereavement and professional leave, unpaid leaves of absence, VSC Paculty Fellows, education aids, faculty facilities, academic regalia, agricultural products, academic calendar, printing and distribution of this agreement, separability, effect of agreement, and duration and renewal. Seven appendices cover VSC required minimum degrees, dues check off authorization, tuition remission agreement, absence report, promotion of tenured faculty, and computer programs for faculty staffing. (LB)

Agreement between Board of Trustees of Michigan State University and Michigan State University Administrative-Professional Association, October 1, 1985, through September 30, 1988. American Association of Univ. Professors, Washington, D.C.; Michigan State Univ., East Lansing. Pub Date—1 Oct 85 Note—464. HE 020 980 ED 289 419

Note—94p.
Pub Type— Legal/Legislative/Regulatory Materials (090)

Policy, Reduction in Force, Released Time, \*State Universities, Teacher Dismissal, Teacher Placement, Teacher Promotion, Teacher Salaries,

Travel, Trustees, Unions, Veterans
Identifiers—\*AAUP Contracts, American Association of University Professors, \*Michigan State

University

The collective bargaining agreement between the Michigan State University Board of Trustees and the Michigan State Administrative-Professional Association, an affiliate of the American Association of University Professors (AAUP), is presented covering the period October 1, 1985, through September 30, 1988. The following 46 articles are covered: recognition; management's rights; management security; aid to other labor unions; association membership (dues, checkoff, compliance, revocation, etc.); association rights, including release time and proportional benefits; employment status, including etc.); association rights, including release time and proportional benefits; employment status, including hours and benefits; probationary/trial period; seniority; settlement of disputes (time limits, backwages, reprimand, suspension, discharge, grievance, and special conferences); official personnel folders; performance evaluations; promotion/demotion; filling vacancies; classification and reclassification of positions; reduction in force; compensation programs; special provisions, including overtimes. action in force; compensation propositions; reduction in force; compensation programs; special provisions, including overtime; leaves of absence with and without pay; vacation pay; personal leave; holidays; sick leave; educational leave for veterans; maternity leave; flexible appointments; longevity pay; jury duty and military pay; funeral days; retiree /over 65 life insurance; accident insurance; dental program; life insurance; extended disability leave; long term disability; travel accident insurance; educational assistance; course fee courtesy program; retirement plan; health care coverage; scope and terms of agreement. An alphabetical index is included. (LB)

The Roger Williams College Faculty Association (NEARI/NEA) 1986-1989 Contract with the Board of Trustees of Roger Williams College. National Education Association, Washington, D.C.; Roger Williams Coll., Bristol, R.I.

Pub Date-86 Note-38p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage

EDRS Price - MFBI/PC02 Plus Postage.

Descriptors—Access to Information, Arbitration,

"Collective Bargaining, "College Faculty, Compensation (Remuneration), "Contracts, Department Heads, Due Process, "Employment Practices, Faculty Evaluation, Faculty Workload, Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Retrenchment, Search Committees (Personnel) Retrenchment, Search Committees (Personnel),
"State Colleges, Teacher Placement, Teacher
Rights, Unions, Work Environment
Identifiers—National Education Association,
"NEA Contracts, "Roger Williams College RI
The collective bargaining agreement between the

Roger Williams College Faculty Association, an affiliate of the National Education Association (NEA), with the board of trustees of the college for the 1986-1989 period is presented. The following 14 articles are included: recognition; negotiations clause; rights and responsibilities; rights of the association; rights of individuals; conditions of service (including faculty load, division coordinators, class size, part-time faculty, calendar, office space, parking, and retirement); appointment and evaluation (e.g., initial contracts, temporary, probationary period, reappointment); due process; grievance procedure; retrenchment (including program curtailment); search committees; compensation; fringe benefits (e.g., insurance, disability travel, professional development, pensions, leaves, discounts, released time, tuition remission); and general and duration. Salary scale tables by rank are included. (LB)

ED 289 421 HE 020 982 Collective Bargaining Agreement between University of Nebraska at Omaha Chapter, American Association of University Professors and the Board of Regents of the University of Nebraska for the Period July 1, 1986 through June 30,

American Association of Univ. Professors, Washington, D.C.; Nebraska Univ., Omaha.

Pub Date—Jun 87

Pub Date—Jun C. Note—52p. Pub Type— Legal/Legislative/Regulatory Materi-

EDRS Price - MF01/PC03 Plus Postage. EDRS Price - Mr01/PC03 Plus Postage.

Descriptors—Academic Freedom, Access to Information, Arbitration, "Collective Bargaining, "College Faculty, "Contracts, "Employment Practices, Equal Opportunities (Jobs), Faculty Evaluation, Faculty Workload, Pringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, "State Universities, Teacher Diamissal, Teacher Placement, Teacher Promotion, Teacher Salaries, Unions, Work Environment

ronment
Identifiers—\*AAUP Contracts, American Association of University Professors, Personnel Files,
\*University of Nebraska
The collective bargaining agreement between the
board of regents of the University of Nebraska at
Omaha (UNO) and the university thapter of the
American Association of University Professors
(AAUP) for the period July 1, 1986 through June
30, 1987 is presented. The agreement's five articles
include the following: (1) definition of terms; (2)
recognition and description of the bargaining unit,
including exclusions from the bargaining unit and
unit alteration; (3) terms and conditions of employment (academic work environment, services, facilities, and workload; academic freedom and ties, and workload; academic freedom and professional responsibility; appointments; perfor-mance evaluation; reappointment, promotion and mance evaluation; reappointment, promotion and granting of continuous appointment; termination of a primary appointment, definition; non-discrimination; personnel fles; and leaves); (4) salary and fringe benefits; and (5) contract management/related provisions (ratification and renegotiation, meet and confer, printing of the agreement, minimum terms, interest succession, UNO AAUP operations of interest succession, UNO AAUP operations. ations, grievance procedures, separability, management rights, no strike, no lockout, and no waiver). (LB)

HE 020 987 Agreement between University of Cincinnati and AAUP, University of Cincinnati Chapter, September 1, 1986 to August 31, 1989.
American Association of Univ. Professors, Washington, D.C.; Cincinnati Univ., Ohio.
Pub Date—1 Sep 86
Note—1146.

Note—114p. Pub Type— als (090) - Legal/Legislative/Regulatory Materi-

als (690)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Arbitration, \*Collective Bargaining,
\*College Faculty, Compensation (Remuneration),
\*Contracts, Department Heads, Fringe Benefits,
Grievance Procedures, Higher Education, Insurance, Leaves of Absence, Librarians, \*Personnel
Policy, Released Time, Retirement Benefits,
\*State Universities, Teacher Salaries, Unions
Identifiers—\*AAUP Contracts, American Association of Linjversity Professors, Dues, Checkol.

tion of University Professors, Dues Checkoff, \*University of Cincinnati OH

The collective bargaining agreement between the University of Cincinnati and the university chapter of the American Association of University Profes-

RIE MAY 1988

sors (AAUP) covering the period September 1, 1986 through August 31, 1989 is presented. The 42 articles, grouped into seven categories, cover the following: (1) basic principles (recognition and description of bargaining unit, academic freedom, academic safeguards and responsibilities, non-discrimination, and affirmative action); (2) facnon-discrimination, and animative action; (2) lac-uity and librarian status (appointments, reappoint-ment, promotion, tenure, continuous appointment, grievance procedure, disciplinary hearing and disgrievance procedure, disciplinary hearing and dis-missal for cause); (3) compensation (compensation, increases for part-time and geographic full-time fac-ulty, minimum salaries, overloads, academic unit head compensation, and additional compensation); (4) fringe henefits (medical, dental, life, disability insurance; health maintenance plans; sick leave; re-tirement programs; academic leave, study and re-search leave for librarians, and special duty assignments; professional, personal, child-rearing, vacation, and military leaves and released time for education and for librarians; special or emergency vacation, and military leaves and released time for education and for librarians; special or emergency leaves; professional travel); (5) governance (governance of the university; retrenchment under conditions of financial exigency; termination because of discontinuation of a program, department, college, or library; institutional responsibilities; academic unit heads); (6) bargaining agent (rights and duties, dues check-off, released time, disputes and arbitration); and (7) agreement administration. (LB)

ED 289 423 HE 020 988 PAI J 409 44-3
Agreement between State of California and California State Employees' Association Covering Bargaining Unit 3, Education and Library, July 1, 1985 through June 30, 1987.
California State Employees' Association, Sacramento.

Pub Date-1 Jul 85

Note—52p. Pub Type— Legal/Legislative/Regulatory Materials (090) EDRS Price - MF01/PC03 Plus Posts

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Arbitration, "Collective Bargaining,
 "College Faculty, "Contracts, Dismissal (Personnel), "Employment Practices, Fringe Benefits,
 "Government Employees, Higher Education, Intellectual Property, Leaves of Absence, "Librarians, Personnel Policy, Professional Development, Released Time, Retirement Benefits, Safety, Salsries, Sexual Harassment, State Colleges, Unions, Work Environment

Work Environment
Identifiers— California State Employees Association, Disability Payments, Noninstructional Staff The collective bargaining agreement between the State of California and California State Employees' The collective barganing agreement between the State of California and California State Employees' Association (CSEA) Barganing Unit 3, representing all employees in education and library services, is presented covering the period July 1, 1985 through June 30, 1987. The 23 articles cover the following: recognition; CSEA representation rights; organizational security; state rights; general provisions (no strike, no lockout, individual agreements, savings clause, reprisals, supersession, non-discrimination, sexual barassment); grievance and arbitration procedure; holidays; leaves (jury duty and vacation, sick, bereavement, parental, adoption, unpaid, 10-12, and educational leaves); health and welfare (e.g., dental plan, vision service plan, employee assistance, and disability leave); health and safety (e.g., video display terminals, personal alarms, restrooms, and protective clothing); salaries, including merit adjustments, night shift differential, bilingual differential, and timely payment; allowances and teimbursements (e.g., moving, travel, unibilingual differential, and timely payment; allow-ances and reimbursements (e.g., moving, travel, uni-form replacement); career development (e.g., release time, training); classification; employment opportunity transfer; layoff; retirement; permanent intermittent appointments; hours of work and over-time; child care; miscellaneous (e.g., class size, stu-dent discipline, recognition of authorship); exempt employees; and entire agreement and duration. (LB)

HE 020 989
Agreement between Shawnee State University and
the Shawnee Education Association, October 5,
1987 to August 31, 1990,
National Education Association, Washington, D.C.;
Shawnee State Univ., Portsmouth, OH.
Pub Date—5 Oct 87

Pub Jule Note—98p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Arbitration. \*Collective Bargaining.

Descriptors—Arbitration, \*Collective Bargaining, \*College Faculty, \*Contracts, \*Employment Practices, Faculty Evaluation, Faculty Workload,

Fringe Benefits, Grievance Procedures, Higher Education, Leaves of Absence, Personnel Policy, Records (Forms), Retrenchment, \*State Universities, Teacher Promotion, Teacher Salaries, Unions, Work Environment

ions, Work Environment Identifiers—Dues Checkoff, National Education Association, \*NEA Contracts, \*Shawnee State University OH, Tuition Reimbursement The collective bargaining agreement between the Shawnee State University and the Shawnee Education Association, an affiliate of the National Education Association, is presented covering the period October 5, 1987 through August 31, 1990. The 23 articles include the following: scope of the unit; faculty assembly; ratification, authorization, and copies of the agreement; association and membership; association rights; management rights; employment contract year; workload and course load responsibility (e.g., office hours, advisement, committee asity (e.g., office hours, advisement, committee as-signments, off-campus classes, meeting times); salary system; fringe benefits (e.g., retirement, in-surance, leave, disability, tuition reimbursement, fee waivers); continuing contract; working conditions (e.g., academic calendar, search committees, academic freedom, safety); grievance procedures; promotion procedures; evaluation procedures; academic divisions; termination of employment; reacademic divisions; termination of employment; re-trenchment; no strike/no lockout; separability; no reprisals; and term of agreement. Appended are the faculty enrichment fee waiver form, grievance form, salary placement index, and side letters (outside the official agreement) on staff development, fair share free automate, teaching assignments, and working fee, summer teaching assignments, and working conditions. (LB)

ED 289 425 HE 020 990 (2) 289 425
Collective Bargaining Agreement between Lincoin
University of the Commonwealth System of
Higher Education and Lincoln University Chapter of the American Association of University
Professors, September 1, 1986 to August 31,

American Association of Univ. Professors, Washington, D.C.; Lincoln Univ., Jefferson City, Mo. Pub Date—1 Sep 86

Note-70p.; Appended exhibits contain small, blurred print. Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

ais (990)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Freedom, Access to Information, Arbitration, "Collective Bargaining, "College Faculty, "Contracts, "Employment Practices, Equal Opportunities (Jobs), Faculty Workload, Fringe Benefits, Governance, Grievance Procedures, Higher Education, Librarians, Personnel Policy, Retrenchment, Salaries, "State Universities, Tenure, Unions Identifiers—"AAUP Contracts, American Association of University Professors, Dues Checkoff, "Lincoln University MO, Personnel Files The collective bargaining agreement between Lincoln University and the university chapter of the American Association of University Professors (AAUP) is presented covering the period September 1, 1986 through August 31, 1988. The following 20 articles comprise the document: recognition; definitions; purpose of agreement; university administration; chapter service items; governance; no lockout; academic freedom; academic tenure; standards and procedures; workload; grievance procedure; faculty retrenchment; salary and compensation; librarians; legislative action; miscellaneous; and duraction. "Side understandings" are appended regarding faculty bousing, faculty salary payments, summer session tuition, no action taken against faculty due faculty housing, faculty salary payments, summer session tuition, no action taken against faculty due to a previous work stoppage, and teaching days lost due to the work stoppage. A salary dues deduction authorization form is also attached. Additional exhibits are provided pertaining to faculty, departments and divisions of study, appointments, promotion, severance, academic freedom, leaves of absence, and amendments to and distribution of the

ED 289 426 HE 020 995

ED 289 426
Simpson, Ronald And Others
Handbook for Graduate Teaching Assistants. The
University of Georgia.
Georgia Univ., Athens.
Pub Date—87
Note—179p.

Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01/PC08 Plus Postage. Descriptors—\*College Instruction, Disab

Discussion (Teaching Technique), Educational Testing, Foreign Students, "Graduate Students, Higher Education, Laboratories, Lecture Method, Student Evaluation, Teacher Effectiveness, Teacher Student Relationship, "Teaching Assistants, Teaching Gudes, "Teaching Methods, Teaching Skills, Test Construction, Testing Assistants, Teaching Skills, Test Construction, Testing

Teaching Skills. Test Construction, Testing Identifiers—"University of Georgia
A handbook for University of Georgia graduate teaching assistants (GTAs) is presented that provides practical information about teaching for inexperienced GTAs as well as experienced teachers who seek new ideas. Attention is directed to: responsibilities of assistantships; relationships with faculty and with students; policies, procedures, and regulations; assisting a professor; conducting a complete course; beginning the course; subject matter-thowledges: organization and preparation: instructions. knowledge; organization and preparation; instruc-tional delivery skills; instructional aids; lecturing; tional delivery skills; instructional aids; lecturing; discussions; quiz sections and review sessions; teaching in science and language laboratories; test development; types of tests; test administration; term papers and projects; academic dishonesty; non-native teaching assistants; handicapped students; student-teacher conflicts; accusations of sexual harassment or prejudicial treatment; order in the classroom; evaluating student performance; report-ing and posting grades; letters of recommendation; evaluating teacher performance; instructional de-velopment; and library instructional services. (SW)

HE 020 997 ED 289 427

Moore, James W. Understanding, Advising, and Teaching Interna-tional Students: A Handbook for Faculty, Spons Agency—Western Oregon State Coll., Mon-

Pub Date—Sep 87

Pub Date—Sep 87
Note—65p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Academic Advising, African Culture, Arabs, Chinese, Chinese Culture, College Faculty, \*College Instruction, \*Cultural Differences, Cultural Images, Culture Conflict, \*Poreign Students, Higher Education, Japanese, State Colleges, Stereotypes, \*Student Adjustment, Student Needs, \*Teacher Student Relationship, Teaching Guides
Identifiers—Africa (North), India, Pacific Island-Identifiers—Africa (North), India, Pacific Island-

Identifiers—Africa (North), India, Pacific Islanders, \*Western Oregon State College
A handbook is presented to assist Western Oregon State College faculty in identifying and under-standing the problems and needs of international students and to help them welcome international students an positive influences in classes, on the campus, and in the community. Included is information on culture shock, transition problems of international students in the United States, culture and international student relationships, counseling the international student, Arabs and Pacific Islanders in U.S. postsecondary education, and instructional beors that facilitate international student learning. position in the international student learning positions include: international student/faculty relations at Western Oregon State College; American/Japanese communication behaviors; the value of silence in intercultural communication; how Americans view international students; prob-lems encountered by East, West, and North African students; adjustment problems of Chinese, Indian, and other students; some common stereotypes of Americans held by foreigners; cultural biases that affect counseling the international student; and Jap-anese and Chinese language roadblocks to using En-

HE 021 009 ED 289 428

Cockriel, Irvin W.
Who Will Advise Student Organizations?

Note—12p., Paper presented at the National Asso-ciation of Student Personnel Administrators (NASPA) IV-East IV-West Conference (St. Louis, MO, November 6-8, 1987).

Louis, MO, November 6-8, 1987).

Pub Type—Reports - Research (143).—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College Students, Evaluation Criteria, \*Extracurricular Activities, \*Faculty Advisers, Faculty Evaluation, Faculty Promotion, Faculty Workload, Higher Education, Personnel Policy, \*Publish or Persis Issue, \*Student Organizations, Teacher Participation, \*Teacher Responsibility. Tenure

sibility, Tenure
The participation of University of Missouri-Columbia faculty as advisers to student organizations

was investigated in 1986. A total of 47 faculty who served as advisers in 1983-1984 but who were no served as advisers in this canacity completed an longer serving in this capacity completed an open-ended survey. Findings indicated: 11 of the 47 cited no reward or a conflict with promotion as the cited no reward or a conflict with promotion as the reason they chose not to continue as an adviser to a student organization; seven of the faculty who had served as advisers had retired; seven noted that their department had a policy of changing (rotating) advisers; six were in fact still advising with a different student organization; six said the student organization had dissolved; and five said there had been a reorganization and their assignment had changed. It is concluded that the pressure to publish and conduct research has become so much a part of the tenure and promotion policies that faculty are forced to give up working with student organizations. (SW)

ED 289 429

[University of California, Berkeley: Good Practices in the Selection, Training, Guidance, and Supervision of Graduate Student Instructors] and [Evaluating the Teaching of Graduate Student Instructors].

California Univ., Berkeley. Office of Educational Development

Development. Pub Date—[86]

Pub Date—[86]
Note—11p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Document printed on colored paper.
Pub Type— Guides—Classroom—Teacher (052)—Tests/Questionnaires (160)
EDRS Price—MF0L/PO1 Plus Postage.
Descriptors—College Instruction, Departments, Employment Practices, "Graduate Students, Higher Education, "Personnel Policy, Rating Scales, Staff Development, Student Evaluation of Teacher Performance, Teacher Effectiveness, Teacher Evaluation, Teacher Responsibility, "Teacher Selection, "Teacher Supervision, "Teaching Assistants"

\*Teacher Selection, \*Teacher Supervision, \*Teaching Assistants Identifiers—\*Teaching Assistant Training Project, \*University of California Berkeley Suggestions for the selection, training, guidance, supervision, and evaluation of graduate student instructors (GSIs) are provided by the University of California, Berkeley. "Good practices" for departments are identified, including assigning individuals or a committee with the task of selection, training, and supervision of GSIs; developing written policy statements on the rights and responsibilities of facand supervision of GSIs; developing written policy statements on the rights and responsibilities of fac-ulty members and GSIs and publishing procedures for selecting, rehiring, and promoting GSIs; and making apprentice teaching opportunities available to all graduate students regardless of career goals. Good practices for faculty members are also speci-fied, including: setting up a meeting to discuss the course and the GSI's role before the semester be-gins; getting GSIs together with past GSIs of the course; and asking GSIs to give brief weekly written reports of any problems students are having in the reports of any problems students are having in the course. Activities that GSIs can initiate to detercourse. Activities that OSIs can initiate to determine the effectiveness of their instructional methods are described, including index cards, two-minute papers, study groups, oral evaluations, colleague visitation, and videotaping. A form for student evaluation of GSIs is included. (SW)

The Tutor: Graduate Teacher Program Newsletter, Volume 1, No. 1-4, 1985; Volume 2, No. 1-4, 1986; Volume 3, No. 1-2, 1987. Colorado Univ., Boulder. Univ. Learning Center.

Pub Date—87
Note—45p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training, Document printed on colored paper.
Journal Cit—The Tutor: Graduate Teacher Program Newsletter; v1 n1-4 1985 v2 n1-4 1986 v3

n1-2 1987
Pub Type— Collected Works - Serials (022) —
Opinion Papers (120)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Awards, \*College Instruction, Discussion (Teaching Technique), Economics Education, Foreign Students, \*Graduate Students, Higher Education, Learning Disabilities, Lecture Method, Recognition (Achievement), Resource Centers, Scholarships, Sex Bias, Staff Development, Student Evaluation of Teacher Performance, \*Teaching Assistants
Identifiers—\*Teaching Assistant Training Project,

\*University of Colorado
Ten newsletter issues on the Graduate Teacher
Program (GTP) at the University of Colorado are
presented. The initial issue provides an overview of
the GTP and the University Learning Center, and
covers scholarships offered to graduate students, the
Graduate Student Advisory Council, and student
support services on the Boulder campus. Additional
issues include information on: the GTP teaching
excellence program; the Academic Skills Program
at the University Learning Center; awards for teaching and research and creative work; the Learning
Disabilities Program admissions process, services to
students, and technical assistance to staff; collaboration between GTP and the economics department
concerning teaching assistant (TA) training; the use
of midterm evaluations; the Faculty Course Questionnaire; academic and personal support services;
and the international TA training program. Contents also include: an article by Mary Ann Shea on
the use of student ratings to improve teaching, an
article by Myra Sadker and David Sadker on sexism
in the classroom, and three articles by Ken Battle on
a discussion method, the lecture method, and Socratic methods possibilities for undergraduates. a discussion method, the lecture method, and Socratic methods possibilities for undergraduates.

ED 289 431

Bain, Greg. Comp. Evaluating Teaching: Purposes, Methods, and Poli-

Washington Univ., Seattle. Center for Instructional Development and Research. Pub Date—82

Pub Date—82
Note—66p.; Prepared by the Committee on the Evaluation and Improvement of Teaching and the Instructional and Faculty Development Board. Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Pub Type—Guides - Classroom - Teacher (052) — Tests / Questionnaires (160)
EDRS Price - MP01/PC03 Plus Postage.
Descriptors—Check Lists. Evaluation Utilization.

Tests Questionnaires (160)
EDRS Price - MF01/PC03 Plss Postage.
Descriptors—Check Lists, Evaluation Utilization,
\*Paculty Evaluation, Graduate Students, Guidelines, Higher Education, \*Instructional Improvement, \*Peer Evaluation, Personnel Policy, Rating
Scales, \*Self Evaluation (Individuals), \*Student
Evaluation of Teacher Performance, Teacher Effectiveness, Teaching Assistants
Identifiers—\*Teaching Assistants
Identifiers—\*Teaching Assistants
Identifiers—\*Teaching Assistant Training Project,
\*University of Washington
A guide to the evaluation and improvement of
teaching was developed by the University of Washington Committee on the Evaluation and Improvement of Teaching and the university's Instructional
and Faculty Development Board. The handbook
contains questions and problems that departments
are likely to confront in designing an evaluation
program appropriate to their own needs. Results of
a survey of research related to these questions indicate the most pressing issues and the most workable
solutions. Successful programs used at the University of Washington and comparable institutions are
also described. Of concern are the purposes of an sity of Washington and comparable institutions are also described. Of concern are the purposes of an evaluation; the elements of teaching that should be evaluated; appropriate sources of information; ways to collect, analyze, and use information; provisions for the improvement of teaching; and the suitability of written guidelines for faculty. The following evaluation modes for the improvement of teaching are considered: student ratings, self-assessment, olleague evaluation, and committee evaluation. Evaluations for student use and for personnel and administrative use are also covered. A statement of the university's personnel policies and sample guidelines and assessment forms for student ratings, self-assessment, colleague evaluation, and committee evaluation are all included in three appendixes amounting to three-quarters of the document. (SW)

ED 289 432 HE 021 021 Hoffmann, Janet Dunnington, David Use of Exit Surveys at the University of Washing-

Washington Univ., Seattle. Center for Instructional Development and Research. Pub Date—[87]

Pub Date—[67].
Note—27p.; Paper identified by the Task Force on
Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Train-

ing.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*College Graduates, College Pro-

grams, \*Course Evaluation, \*Departments, Employment Experience, Evaluation Utilization, Graduate Students, Graduation Requirements, Higher Education, Information Needs, \*Job Placement, Material Development, \*Questionnaires, Student Evaluation of Teacher Performance, Teaching Assistants Identifiers—\*Exit Surveys, \*Teaching Assistant Training Project, University of Washington The use of exit surveys at the University of Washington was investigated. Objectives were to identify (1) how many departments or programs employed

ington was investigated. Objectives were to identify (1) how many departments or programs employed department-generated exit surveys to gather information from graduating students, (2) the type of information collected and its use by departments, and (3) criteria for determining the usefulness of an exit survey for departmental needs. For the 123 responding departments and programs, 27 indicated that they use department-generated, as opposed to university-wide, exit surveys. The type of information requested by departments on their exit surveys included: student evaluation of courses or sequence of courses, student career placement information, student evaluation of instructor effectiveness, and of courses, student career placement information, student evaluation of instructor effectiveness, and verifying a student's completion of graduation requirements. Results of the survey suggest six steps for designing and implementing exit surveys; identifying the goals and needs for the desired information; electing or appointing an individual or committee to create the exit survey; designing and pilot testing the questionnaire, and administering the exit survey; and using the information from the exit survey. The departmental questionnaire and exit survey are appended. (SW)

E.D 289 433

Nyquist, Jody D. Wulff, Donald H.

The Training of Graduate Teaching Assistants at the University of Washington.

Washington Univ., Seattle. Center for Instructional Development and Research.

Pub Date—Nov 86

Note—21b.: Paper identification

Pub Date—Nov so Note—21p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materi-als Developed for Teaching Assistant (TA) Train-

as Developed to Teaching Passistant (14) Italianing.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— Graduate Students, Higher Education, Instructional Materials, Program Design, Research Projects, School Orientation, Staff Development, Teaching Assistants, Videotape Recordings, "Workshops Identifiers— Teaching Assistant Training Project, "University of Washington The design of a training program for Graduate Teaching Assistants (GTAs) at the University of Washington and its current implementation are described. Departmental training for GTAs is administered through the Center for Instructional Development and Research (CIDR). Training support provided by CIDR is based on a Trainthe-Trainer model, which assumes that leaders/supervisors should play an active role in training their pervisors should play an active role in training their subordinates. A summer GTA training planning meeting for faculty GTA training coordinators and graduate student representatives demonstrates the use of the instructional lab and other tools, and faciluse of the instructional lab and other tools, and facilitates small group discussions about training concerns of department members. Workshops are also conducted on a variety of topics, such as GTA orientation and instructional technology. Typical workshops that are included in TA orientation are described, and a timetable for planning GTA orientation activities is provided. Instructional materials for GTA training programs that have been developed by CIDR are also described, along with CIDR videotape facilities and services, TA training follow-up, consultation services, and CIDR research. (SW)

ED 289 434 HE 021 023

Tracey, Richard Now Make the Most of Your Student Ratings. Vashington Univ., Seattle. Center for Instructional Development and Research.; Washington Univ., Seattle. Educational Assessment Center.

Pub Date-85 Pub Date—39.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Train-

ing. Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Data Interpretation, \*Evaluation

Utilization, \*Graduate Students, Higher Educa-tion, Instructional Improvement, Questionnaires, Rating Scales, \*Student Evaluation of Teacher Performance, Teacher Effectiveness, \*Teaching

Assistants
Identifiers—\*Teaching Assistant Training Project,
\*University of Washington
Ways to interpret data from student ratings of teacher performance and approaches to maxis the use of student ratings are considered, based on the experiences of the Center for Instructional Dethe experiences of the Center for Instructional De-velopment and Research (CIDR) at the University of Washington (UW). The use of student ratings at UW and other colleges is briefly considered, along with how student ratings can be part of a program of self-improvement of teaching effectiveness. In-formation on how to read UW's instructional assess-ment system (IAS) computer printout of standardized student ratings comments is provided, with attention to frequencies, mean rating, the perwith attention to frequencies, mean rating, the per-centage below good, and the relative rank. Reading students' demographic information to better able interpret student ratings is also covered. After coninterpret student ratings is also covered. After considering data from the IAS printout, teachers can consult yellow sheets to find the students' specific comments. Sources of help to UW instructors who seek to use information provided in student ratings include the CIDR library, CIDR publications and productions, CIDR consultation services, and the Educational Assessment Center. An IAS questionnaire is included. (SW)

HE 021 027 Minkel, C. W. Richards, Mary P., Ed.
A Model Policy for Graduate Assistantship Admir

essee Conference of Graduate Schools, Knox-

Pub Date-Sep 83

Note—11p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Train-

ing.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Employment Practices, \*Graduate
Students, Guidelines, Higher Education, Models,
\*Personnel Policy, School Surveys, \*Teaching Assistants

Identifiers—\*Teaching Assistant Training Project
A model for employing graduate assistants is presented based in part on a survey of employment conditions during 1980 for graduate assistants at 56 major institutions in all 50 states. Responses were received from 46 or 82% of the institutions. The model is designed to offer directions to institutions that seek to develop or revise assistantship policies and procedures. It is noted that the implementation of an assistantship policy will vary according to the nature, tradition, and needs of the individual instituinsure, transition, and needs of the insurvatual institu-tion. Attention is directed to: the philosophy of graduate student assistantships; types of assistant-ships; qualifications for appointment; appointment procedures; levels of appointment; conditions of service; privileges, rights, and responsibilities of graduate assistants; evaluation of the graduate assistants; and responsibilities of graduate assistants; and reappointment. The following types of assistantships are defined: teaching assistantship, research assistantship, and administrative assistantship. (SW)

ED 289 436 HE 02
Williams, J. And Others
Training FTAs: Report of a Needs Analysis.
Pub Date—24 Apr 87 HE 021 028

run Date—24 Apr 87
Note—21p.; Paper identified by the Task Force on
Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Paper presented at the International
Convention of Teachers of English to Speakers of
Other Languages (Minmi Beach, FL, April 24,
1987).

Reports - Research (143) - Speeches/-Pub Type

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) Plus Postage.

Descriptors— "Classroom Techniques, "Communi-cative Competence (Languages), "English (Sec-ond Language), "Foreign Students, "Graduate Students, Higher Education, Language Skills, Teacher Student Relationship, "Teaching Assis-

Identifiers—Drexel University PA, \*Teaching As-sistant Training Project, University of Pennsylva-

Results of a need analysis of foreign-born teaching saistants (FTAs) at Drexel University (Pennsylva-

nia) and also at the University of Pennsylvania are presented. Attention was focused on the duties and performance of native speaker TAs and the linguis-tic and interactional skills that account for success, and problems that negatively affect FTA perforce. Questionnaires were completed by FTAs and native-speaker TAs in science and engineering departments, as well as by department heads and faculty involved in TA supervision. Observations were made in classes, laboratories, and office-hour were made in classes, laboratories, and office-nour sessions in a variety of departments. Written material that had been graded or created by TAs were also evaluated. Findings include: TA duties varied widely by department; TAs, particularly FTAs, were not selected as classroom teachers very often in their first year; frequently TAs were lab instructional departments and excessed excessed excessed as the contraction of the cont tors and graders; a main problem for FTAs was pro-nunciation; and stress timing of English and intonation patterns also posed problems for FTAs. Consideration is also given to discourse strategies, repetition, summarizing, refocussing, non-linguistic strategies, classroom interaction, and cultural is-sues. (SW)

HE 021 029 The TA at UCLA, 1987-1988 Handle California Univ., Los Angeles.

Pub Date-[87]

Note—56p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Train-

ing.
Pub Type—Guides - Classroom - Teacher (052) —
Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Advising, Ancillary School
Services, \*College Instruction, Departments, Disacussion (Teaching Technique), Employment
Practices, \*Graduate Students, Higher Education,
Laboratories, Lecture Method, \*Personnel Policy, Teacher Employment, \*Teacher Responsibility, \*Teacher Employment, \*Teacher Responsibility, \*Teacher Assistants
Identifiers—\*Teaching Assistants

ity, "leaching Assistants Identifiers "Teaching Assistant Training Project, 
"University of California Los Angeles 
A handbook for University of California at Los 
Angeles (UCLA) teaching assistants (TAs) is presented that includes information about university ented that includes information about university policy concerning TAs and their jobs. Contents cover: duties of TAs, teaching associates, and teaching fellows; appointment, reappointment, and duration of employment; salary; benefits; conduct, discipline, and grievances; the TA and the Graduate Council and the Graduate Division; the TA and the department; the TA and the Office of Instructional Development; the TA and instructional responsibilities and the TA and the Chine. The major policy of the TA and the Chine. The major policy of the TA and the Chine. The major policy of the TA and the Chine. The major policy of the TA and the Chine. The major policy of the TA and the Chine. The major policy of the TA and the Chine. The major policy of the TA and the Chine. The major policy of the Chine. Development; the IA and insucuonat responsiona-tities; and the TA and teaching. Three major roles of the TA are considered: conducting one section of a course under faculty supervision, conducting dis-cussion sections of a large lecture course, and assisting in laboratory sections of lecture course, and assist-informal advisers and course. TAs as ing in aboratory sections of secure courses. IAs as informal advisers and counselors are also addressed. Specific topics include: complaints against TAs, termination and campus appeal procedure, Graduate Students Association, the graduate adviser, videotaping services, English as a Second Language for TAs, and instructional media services. Information on TA misi-grants for instructional improvement on TA mini-grants for instructional improvement for 1987-1988 is provided, along with an annotated bibliography of books and instructional media. (SW)

HE 021 030 ED 289 438 Teaching Assistant Training. A Guide for Develop-ing Departmental TA Training Programs. California Univ., Los Angeles. Office of Instruc-

tional Development.

Pub Date—Sep 87
Note—44p.; Paper identified by the Task Force on
Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Train-

Pub Type- Guides - Non-Classroom (055)

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Advising, Ancillary School
Services, "College Instruction, "Departments,
Discussion (Teaching Technique), Employment
Practices, "Graduate Students, Higher Education,
Laboratories, Lecture Method, "Personnel Policy, Teacher Employment, Teacher Responsibility, "Teaching Assistants
Identifiers—"Teaching Assistant Training Project,
"University of California Los Angeles
A guide for developing a departmentally-based

"University of California Los Angeles
A guide for developing a departmentally-based
teaching assistant (TA) training program is presented. At the University of California, Los Angeles,
(UCLA) part-time teaching assistant consultant
who are experienced TAs have been employed to

help with TA training programs. The following cri-teria are used to evaluate departmental proposals to hire TA consultants: demonstrated need, potential effectiveness of program design, democratic selec-tion of the TA consultant, departmental support for the program, faculty supervision, and evaluation. Guidelines cover appointments and administrative policy for TA consultants. Training activities, fac-ulty involvement, and topical ideas for departmen-tal training courses are considered, along with tal training courses are considered, along with departmental TA orientation and training seminars on teaching for specific departments. In addition to including the TA midterm evaluation form, attention is directed to peer observation, providing feed-back, and the use of videotaping and group visitation in TA evaluation. Guidelines cover roles and responsibilities of TAs and supervising faculty for five departments. Obligations of the TA to the department and to the Office of Instructional Development are also outlined. (SW)

HE 021 031 Teaching Tips for TAs. A Sourcebook of Sugges-tions and Guidelines for Teaching Assistants. California Univ., Los Angeles. Office of Instruc-

Canorina Univ. Los Angeles. Office of Instruc-tional Development.
Pub Date—Sep 87
Note—113p; Paper identified by the Task Force on Establishing a National Clearinghouse of Materi-als Developed for Teaching Assistant (TA) Train-

als Developed in Telecomp.

Ing.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF0L/PC05 Plus Postage.

Descriptors—Audiovisual Aids, Cheating, \*College
Instruction, Discussion (Teaching Technique),
Grading, \*Graduate Students, Higher Education,
Laboratories, Lecture Method, Plagiarism, Problem Solving, Student Evaluation, Student Motiva-tion, Teacher Responsibility, Teacher Student Relationship, \*Teaching Assistants, Teaching Guides, \*Teaching Methods, Test Construction, Writing Instruction

Writing Instruction
Identifiers—"Teaching Assistant Training Project,
"University of California Los Angeles
A handbook for University of California, Los Angeles, (UCLA) teaching assistants is provided compiled from materials developed at UCLA and other college teaching programs. Separate sections coverteaching roles, meeting the first class, leading sections, teaching one's own course, motivating students, teaching tips, preparing examinations, students writing, cheating and plagiarism, grading using audiovisual aids, problem-solving techniques, and advice and referrals to help students solve academic and personal problems. For each of six teacher roles (e.g., expert socializing agent), a chart teacher roles (e.g., expert socializing agent), a chart specifies goals, characteristic skills, and major sources of student motivation and fear. Suggestions are provided on leading discussion, laboratory, and foreign language sections, including attitudes and preparation by teachers and students. Construction of recognition (objective), recall, and subjective tests is addressed, along with criteria for grading student essays, writing anxiety, and issues concern-ing grading versus evaluation. Suggestions for pre-paring alides are offered, and advantages and disadvantages of the following types of audiovisuals are identified: slides, filmstrips, overhead transparencies, 16mm films, videos, and computers. Specific UCLA instructional media services are also described. (SW)

Humphreys, W. Lee, Ed. Wickersham, Barbara, Ed. HE 021 032

A Handh A Handbook of Resources for New Instructors at UTK from the Learning Research Center. Tennessee Univ., Knoxville. Learning Research

Center. Pub Date-

Pub Date—Sep 8/ Note—90p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materi-als Developed for Teaching Assistant (TA) Train-ing. Document printed on light yellow and orange

Pub Type— Guides - Classroom - Teacher (052) eference Materials - Directories/Catalogs (132) Tests/Questionnaires (160)

— Tests/Questionnaires (100)
EDRS Price • MF01/PC04 Plus Postage.
Descriptors—Academic Advising, Ancillary School
Services, Annotated Bibliographies, • College Instruction, Course Descriptions, Course Objectives, Grading, • Graduate Students, Higher Education, Lecture Method, Questionnaires, Student Evaluation, Student Evaluation of Teacher Performance, Student Personnel Services,

Teacher Employment, \*Teaching Assistants, Test Construction
Identifiers—\*Teaching Assistant Training Project,

Identifiers—\*Teaching Assistant Training Project,
\*University of Tennessee Knoxville
Suggestions for graduate teaching assistants (TA)
at the University of Tennessee, Knoxville, are offered. Information is provided on: the TA as a university employee, the instructor as a
teacher/adviser, course management, classroom
and evaluation concerns, and teaching resources.
Definitions are offered for the graduate teaching
assistant, evaluate teaching associate, graduate assistant, graduate teaching associate, graduate as-sistant, and graduate research assistant. Employment policies and the issue of professionalism are briefly covered. Also considered are: privacy of student records, academic integrity, plagiarism, letters of recommendation for students, course objectives, lecturing, testing and grading, evaluation by stu-dents, and problems with the class. Extensive information on support services at the University of Tennessee covers instruction and counseling/advising. An annotated bibliography and list of publica-tions of the university's Learning Research Center are appended, along with course descriptions of three courses; a sample take-home exam; tips for writing true-false, multiple-choice, and writing com-letion test items and course/faceher availation pletion test items; and course/teacher evaluation forms. (SW)

ED 289 441 HE 021 033

Locher, Larry, Ed And Others
The TA at UCLA/Newsletter, Issues No. 1, 3, 1979; No. 5, 1980; No. 6, 7, 8, 1981.
California Univ., Los Angeles. Office of Instruc-

tional Development.

Pub Date—81
Note—47p.; Paper identified by the Task Force on
Establishing a National Clearinghouse of Materials
Developed for Teaching Assistant (TA) Training. For related documents, see HE 021 034-036.
Document is printed on brown paper.
Journal Cit—The TA at UCLA Newsletter; n1-3
1079 n5. 1980 n5.8, 1981

1979 n5 1980 n6-8 1981

1979 n5 1980 n6-8 1981
Pub Type— Collected Works - Serials (022) —
Guides - Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*Anxiety, College Students, Communication Apprehension, Counseling Services,
Demonstrations (Educational), English (Second Language), Faculty Advisers, \*Graduate Students, Higher Education, Mathematics Anxiety,
Peer Evaluation, Philosophy, Skill Development Peer Evaluation, Philosophy, Skill Development, \*Student Motivation, Student Problems, Teacher Responsibility, \*Teaching Assistants, Videotape Recordings, Writing Apprehension, \*Writing Instruction

\*University of California Los Angeles
Six issues of a University of California, Los Angeles Six issues or a University or Cautomia, Los Angeles, (UCLA) newsletter by and for teaching assistants (TAs) are presented. Each newsletter is a theme issue, covering writing, anxiety, motivation, TA role, and TA training. Topics include: student problems and psychological and counseling services, philosophies about writing, approaches to making writing assignments, holistic reading of student writing, performance anxiety in students dent writing, performance anxiety in students and teachers, writing anxiety, speech anxiety (reticence), math anxiety, motivating university students, the role of TAs with respect to students and faculty, the TA and the faculty adviser, the TA consultant program at UCLA, videotaping, peer observation, TA orientation program in English as a Second Language, the demonstration class, and TA apprenticeship programs in philosophy. (SW)

ED 289 442 HE 021 034

Loeher, Larry, Ed And Others
The TA at UCLA/Newsletter, Issues No. 9, 1982;
No. 10, 1983; No. 11, 1983. California Univ., Los Angeles. Office of Instruc-

tional Development. Pub Date—83

Note—27p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. For related documents, see HE 021 033-036.

ing. For related documents, see HE 021 033-036. Document printed on brown paper.

Journal Cit.—The TA at UCLA Newsletter; n9 Fall 1982 n10 Win 1983 n11 Spr 1983

Pub Type.— Collected Works - Serials (022) —
Guides - Non-Classroom (055)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors.—Career Counseling, College Libraries, Counseling Services, Education Work Relationship, \*Experiential Learning, Field Experience

Programs, \*Graduate Students, Grants, Higher Education, \*Peer Influence, \*Small Group In-struction, Student Participation, Student Person-nel Services, \*Teaching Assistants, Time nel Services, \*Teaching Assistants, Time Management, Tutoring lentifiers—Professional Ethics, \*Teaching Assis-tant Training Project, \*University of California

Los Angeles
Three issues of a University of California, Los
Angeles, (UCLA) newsletter by and for teaching
assistants (TAs) are presented. Each issue focuses
there where to so, experiential assistants (TAs) are presented. Each issue focuses on one of these themes: where to go, experiential learning, and peer group learning. Topics include: TA minigrants up to \$250.00 that are funded by UCLA Office of Instructional Development through the TA Training Program; educational careers services, time management; 25 don'ts to save time; the major counseling and instructional services available on the UCLA campus; how UCLA libraries can enhance teaching; the field studies development program at UCLA; a bridge between classroom and career; ethics and the new vocationalism; fieldwork on local wildlife; notes from a field journal; field studies and history; UCLA peer group aism; helicition on local winning, following the field studies and history; UCLA peer group learning program; the cooperative learning process; an undergraduate's view of peer group learning; and learning without a teacher. (SW)

ED 289 443 HE 021 035

Loeher, Larry, Ed And Others
The TA at UCLA/Newsletter, Issues No. 12, 1984; Nos. 13-15, 1985.

California Univ., Los Angeles. Office of Instructional Develope

Pub Date-85

Pub Date—85
Note—38p.; Paper identified by the Task Force on
Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. For related documents, see He 021 033-03
Journal Cit—The TA at UCLA Newsletter; n12 Fall 1984 n13-15 1985

Pub Type— Collected Works - Serials (022) Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— Cheating, College Instruction
Grading, Graduate Students, Higher Education Instruction. tion, Plagiarism, Student Evaluation, Teacher Effectiveness, \*Teaching Assistants, Undergraduate

tion, Fraganism, Student Evaluation, I scaner Effectiveness, \*Teaching Assistants, Undergraduate Study, Writing (Composition), \*Writing Instruction, Writing Skills Identifiers—\*Teaching Assistant Training Project, \*University of California Los Angeles Four issues of a University of California, Los Angeles, (UCLA) newaletter by and for teaching assistants (TAs) are presented, with focus on writing, grading, undergraduate instruction, and plagiarism. Topics include: making writing assignments that are clear and provide clear grading criteria; writing with computers, writing by scientists and technologists, writing historical essays, principles for good essay and paper topics, peer group editing, presentation guidelines for written work, punctuation, the passive voice, ways to perpetuate either poor or good writing among students, common myths about writing, teaching reading for writing, correcting student writing, differing conceptions of grading, grade infesion. ing, teaching reading for writing, correcting student writing, differing conceptions of grading, grade in-flation, grading on a curve, in-process evaluations, bad lecturing, the quality of undergraduate instruc-tion, the state of teaching in the humanities, charac-teristics of excellent teachers, attitudes of today's freshmen, plagiarism in the classroom, preventing cheating on exams, why college students cheat, poli-cies and procedures on cheating at the University of California at Los Angeles, and selling term papers. (SW)

ED 289 444 HE 021 036

California Univ., Los Angeles. Office of Instruc-

tional Development. Pub Date—87

Note—38p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. For related documents, see HE 021 033-035. Journal Cit—The TA at UCLA Newsletter; n16-19 Win 1986-Win 1987.

Pub Type— Collected Works - Serials (022) — Tests/Questionnaires (160) — Guides - Non-Classroom (055)

Classfoom (US)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Communication, College
Instruction, Communicative Competence (Languages), Course Descriptions, English (Second

Language), \*Foreign Students, \*Graduate Students, Higher Education, Questionnaires, Sex Discrimination, \*Sexual Harassment, \*Teacher Student Relationship,

Evaluation, Teacher Student Relationship,
 \*Teaching Assistants
Identifiers—Teaching Assistant Training Project,
 \*University of California Los Angeles
 Four issues of a University of California, Los Angeles, (UCLA) newsletter by and for teaching assistants (TAs) are presented, with focus on course syllabi, sexism, teacher evaluation, and foreign TAs.
 Consideration is given to: a positive classroom atmosphere; myths of college instruction; use of classroom tests; lecture methods; the "abused student syndrome;" relating to students; helping students with problems; sex discrimination in career counseling and student services, the curricula, tenure awards, scholarships, equal pay for staff, and staff behavior; women TAs as teachers or scholars; myths about sexual harassment; the sexual harassment survey at the University of California, Los myths about sexual harassment; the sexual harassment survey at the University of California, Los Angeles (UCLA); UCLA's sexual harassment policy and procedures for implementing the policy; the reliability of student ratings of teacher performance; interpreting course evaluations; peer observation of teaching; analyzing a videotape; improving foreign TA's spoken English; cultural assumptions in the U.S. classroom; useful phrases for classroom communication; and SPEAK (UCLA's Test of Spoken English). UCLA resources for foreign TAs are demunication; and SPEAK (UCLA's 1est of Spoken English). UCLA resources for foreign TAs are de-scribed, and 10 outstanding articles on teaching in general are summarized. A midterm evaluation form is included. (SW)

ED 289 445 HE 021 049

Page, Jane A. Page, Fred M., Jr.
Colleginte Instruction: Some Differences among
Faculty Members Based on Rank, Years of
Experience, and School Affiliation.
Pub Date—Nov 87

Pub Date—Nov 87

Note—12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Rank (Professional), Classroom Techniques, \*College Faculty, \*College Instruction, College Programs, Comparative Analysis, \*Departments, Higher Education, Specialization, Teacher Attitudes, Teacher Characteristics, \*Teaching Experience, \*Teaching Methods\* Methods

The frequency of various teaching strategies used by 144 college faculty were investigated, along with faculty perceptions concerning the importance of selected teaching variables. Differences in percep-tions of faculty who differ in rank, teaching exper-ence, and achool affiliation within the institution's organizational plan were also assessed. Nine in-structional methods were rated to determine extent of utilization: audiovisual instruction, computer-as-sisted instruction, demonstration, individualized instruction, lecture, open discussion, small group instruction, student-centered activity, and teacher-directed discussion. Findings include: small
group instruction was used significantly more by
associate professors than by assistant professors; the
lecture method was used significantly more by indilecture method was used significantly more by mu-viduals with 5 or fewer years of experience; individ-ualized instruction was used significantly more by arts and sciences faculty than by business faculty; clarity was viewed as a significantly less important variable by faculty with more than 20 years experi-ence; and the variable of structuring comments was viewed as significantly more important by faculty with 5 or fewer years of experience. (SW)

HE 021 050 EIJ 289 446 HE 021 050
Guaranteed Student Loans: Analysis of Insurance
Premiums Charged by Guaranty Agencies. Briefing Report to the Chairman, Subcommittee on
Postsecondary Education, Committee on Education and Labor, House of Representatives.
Comptroller General of the U.S., Washington, D.C.
Report No.—GAO-HRD-88-16BR
Pub Date—7 Oct 87
Note—32p. ED 289 446

Pub Date—7 Oct 87 Note—32p. Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies \$2.00 each; 25% dis-count for 100 or more copies mailed to a single

Bub Type—Numerical/Quantitative Data (110) Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, \*Credit (Finance), \*Financial Services, Higher Education, Income, \*Interest (Finance), \*Loan Repayment, Program Administration, Program Costs, \*Student Loan

Programs Identifiers—"Guaranteed Student Loan Program,
"Guaranty Agencies, Higher Education Assistance Foundation
The insurance premium rates that guaranty agencies charge student borrowers under the Guaranteed Student Loan program were analyzed by the U.S. General Accounting Office. The Higher Education Amendments of 1986 established a maximum rate (3% of the principal loan amount) that all agencies could charge student borrowers. Comparisons were made of the insurance rates charged by 17 guaranty agencies, including the Higher Education Assistance Foundation, the designated guarantor for five states and the District of Columbia. Data were obtained from the Department of Education, including financial reports submitted for fiscal year (FY) 1986. Using the agencies' financial reports, insurance rates were determined for FY 1986 and the insurance income they could have earned in 1986 were estimated if their July 1, 1987 rates had been in effect in that year. Estimations were also made of: the total income that the agencies could have earned in 1986 if they had charged the maximum rate of 3%, and the administrative cost subsidy these agencies receive from the Department of Education. Findings include: effective insurance rates as of July 1, 1987, while 7 increased their rates. (SW)

ED 289 447

HE 021 051

ED 289 447 HE 021 051

Wecksler, Harold, Ed.
The Facts about AIDS. A Special NEA "Higher Education Advocate" Report.
National Education Association, Washington, D.C.

Pub Date-31 Aug 87 Note-17p.

Available from—National Education Association, 1201 16th Street, N.W., Washington, DC 20036. Journal Cit—Higher Education Advocate; v4 n13

Aug 31 1987
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

ports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptors—\*Acquired Immune Deficiency Syndrome, "Communicable Diseases, "Disease Control, Disease Incidence, "Health Education,
Higher Education, "High Risk Persons, Preventive Medicine, "Public Health, Venereal Diseases
Information about Acquired Immune Deficiency
Syndrome (AIDS) is presented to alert National
Education Association educators to behaviors that
place people at risk for AIDS. The material was
prepared by the Public Health Service. Topics include: sexual transmission, transmission from injected blood, transmission during pregnancy, groups
at greatest risk for AIDS infection, the geographic
distribution of reported AIDS cases, whether AIDs
is spread through casual contact, AIDS prevention,
the risk for heterosexuals, how children get AIDs
and whether they can contract it from friends or
schoolmates, suggestions for persons at increased
risk of AIDS infection, suggestions for persons with
a positive antibody test, how AIDS compares with
other sexually transmitted diseases, how education
can help stop AIDS, symptoms of AIDS, the leagth
of time after infection with the AIDS virus that
AIDS can occur, AIDS diagnosis, a laboratory test
that detects AIDS virus antibodies, AIDS risk and
blood donation, AIDS treatment, the nature of the
AIDS virus, organisms that cause AIDS, AIDS prevention and education programs, AIDS testing of
students, admission of students with AIDS, and employees with AIDS. Books and videotapes about
AIDS and AIDS hotlines are identified. (SW)

ED 289 448 HE 021 053

Ball 289 4468
Bruno, Rosalind R.
Educational Attainment in the United States:
March 1982 to 1985. Current Population Reports: Population Characteristics.
Burden of the Census (DOC), Suitland, Md.
Pub Date—Nov 87

Note—161p.; Three-fourths of the doucment is comprised of detailed tables that contain small print.

vailable from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Journal Cit-Current Population Reports; Series P-20, n415 Nov 1987

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Collected Works -Serials (022)

Serials (022)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—"Academic Persistence, Age Groups,
"College Attendance, "College Graduates, Definitions, "Educational Attainment, Ethnic
Groups, Geographic Regions, Higher Education,
"High School Graduates, Hispanic Americans,
Marital Status, Minority Groups, Place of Residence, "Population Trends, Sex Differences,
Trend Analysis, Whites
Census Bureau data on educational attainment of
the U.S. pooulation are presented for 1982 to 1985.

Census Bureau data on educational attainment of the U.S. population are presented for 1922 to 1985, with trend data for 1940 to 1985. A brief narrative summary of the findings is also provided. Detailed tables cover years of school completed by persons 15 years old and over by age, sex, race. Spanishorigin, type of residence, region of residence, occupation, marital status, and education of spouse. Summary data also cover the 15 largest states and metropolitan areas. Years of school data were derived by considering the highest grade ever attended and whether the grade was finished. Persons of Spanish origin may be of any race and responses generally refer to a person's perceived national or ethnic lineage (i.e., Mexican American, Chicano, Mexican, Mexicano, Puerto Rican, Cuban, Central or South American, or other Spanish origin. Find-Mexican, Mexicano, Fuerto Rican, Cuoan, Centra or South American, or other Spanish origin). Find-ings include: 36% of the adult population had com-pleted at least 1 year of college and 19% had completed 4 or more years of college in 1985; and there was virtually no difference in the proportion of more and women seed 25 to 29 who were high of men and women aged 25 to 29 who were high school graduates. Appendices include definitions and information on the source and reliability of estimates. (SW)

HE 021 054 ED 289 449 Demery, Marie Academic Skills Module. Northwestern State Univ., Natchitoches, La.

Note-55p.
Pub Type— Guides - Classroom - Learner (051) —
Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.
Descriptors—\*College Students, Course Descriptions, Course Evaluation, Educational Objectives,
Basays, Goal Orientation, Higher Education,
Learning Modules, Memorization, \*Notetaking,
Questionnaires, Skill Development, Student Evaluation of Teacher Performance, \*Study Skills,
Test Auxiety, Tests, \*Test Wiseness, \*Time Management, \*Writing Skills
A module consisting of eight academic skills is
presented to help students achieve success and
ardulate from Northwestern State University (Lou-

presented to help students achieve success and graduate from Northwestern State University (Louisiana) and other institutions. The elective course is open to all students, and especially for entering freshmen who have a grade point average of 2.0 or who are enrolled in developmental education courses. The skills are goal-setting, time management, notetaking, concentration, memory, paraphrasing, summarizing, and test-taking. Preventing test anxiety is also covered in a ninth lesson. To help students acquire and use these skills, the following components have been designed syllabus, academic skills teaching model, academic skills pretest and posttest, guidelines and example for writing the master student essay, and nine lessons. The lessons identify objectives and steps for accomplishing the objective; provide examples; and include a review statement, assignments, and references. A checklist of sequenced objectives for each of the nine academic and test-taking skills is included. Supportive data include two reviews for two open book exams and an evaluation of course and instructor. The course schedule presents a sequential arrangement graduate from Northwestern State University (Loucourse schedule presents a sequential arrangement of the module's instructional components. (SW)

ED 289 450 HE 021 055

Wechsler, Harold, Ed.
The 1987 NEA Almanac of Higher Education.
National Education Association, Washington, D.C.

National Education Association, Washington, D.C.-Pub Date—87 Note—135p.; Some tables contain small print. Available from-National Education Association, 1201 16th Street, N.W., Washington, DC 20036. Pub Type— Numerical/Quantitative Data (110) — Reference Materials—Bibliographies (131) — Re-ports - Descriptive (141) EDRS Price - MP01 Plus Postage, PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—Accrediting Agencies, Aptitude
Tests, College Faculty, Community Colleges, Degrees (Academic), "Educational Finance, "Educational Trends, Endowment Funds, "Enrollment
Trends, Federal Aid, Federal Legislation, Fellowships, Foreign Students, "Higher Education, Majors (Students), Minority Groups, Teacher
Selecies Universe jors (Students), Minority Groups, Tel Salaries, Unions Identifiers—\*National Education Association

Identiners—"National Education Association Statistics on higher education, a review of developments during 1985-1986, a list of resources and references, and information on the National Education Association (NEA) are presented. Information is included on: new books on higher education, fedis included on: new books on higher education, federal legislation concerning higher education, federal higher education grants, and winners of college athletic games. Fellowship sources for college faculty, accrediting bodies in higher education, and higher education journals and reference aids are covered, along with NEA policy statements and committees on higher education. Statistical profiles covering 1935-1986 and previous years include: enrollments in U.S. colleges and universities by state or other areas; enrollments by level of instruction and type of control; enrollments of minority groups for two-year and four-year institutions; foreign student enrollments and majors; community college enrollments and tuition; popular majors by degree level: ments and tuition; popular majors by degree level; trends in scores on the Scholastic Aptitude Test and the American College Testing Program; state and federal higher education appropriations; salaries by academic rank and whether the faculty have unions; and endowments for specific institutions. (SW

HE 021 056 Altbach, Philip G., Ed. Berdahl, Robert O., Ed. Higher Education in American Society. Revised

Report No.—ISBN-0-87975-420-6 Pub Date—30 Jan 88 Note—351p. Available from—Prometheus Booki

Report No.—ISBN-0-87975-420-6
Pub Date—30 Jan 88
Note—351p.
Available from—Prometheus Books, 700 East Amberst Street, Buffalo, NY 14215 (\$15.95).
Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—\*Academic Freedom, \*Accountability, College Curriculum, College Students, Comparative Education, Court Litigation, Economic Climate, \*Educational Finance, Educational Quality, Equal Education, Federal Government, "Government School Relationship, \*Higher Education, \*Institutional Autonomy, Leadership Responsibility, Private Financial Support, State Government, Teaching (Occupation)
Identifiers—United States
The effects and implications of the changing relationship between external societal influences and academic institutions are explored in 16 essays by experts in the field. Titles and authors are as follows: "The University and the State: A Historical Overview" (E. D. Duryea); "Autonomy and Accountability: Some Fundamental Issues" (T. R. McConnell); "Academic Freedom in Delocalized Academic Institution" (Walter Metzger); "Academic Freedom in the Modern University" (Sheila Slaughter); "Economics and Financing of Higher Education: The Tension Between Quality and Equity" (W. Lee Hansen, Jacob O. Stampen); "Current and Emerging Issues Facing American Higher Education" (Clark Kerr, Marian Gade); "The Federal Governments" (John D. Milletts); "The Courts" (Walter C. Hobbs); "Private Constituencies and Their Impact on Higher Education" (Fred F. Harcleroad); "Stark Realities: The Academic Profession in the 1980-and Beyond" (Philip G. Altbach); "The College Student: A Changing Constituency" (Arthur Levine, Eric Riedel); "Comparative Reflections on Leadership in Higher Education" (Martin Trow); "It's Academic: The Politics of the Curriculum" (Irving J. Spitzberg, Jr.); and "The Insulated Americans: Five Lessons from Abroad" (Burton R. Clark), (SW)

ED 289 452 HE 021 066 Pearsol, James A. Reconceptualizing Inquiry in Medical Education. Pub Date—Jan 88

Pub Date—Jan on Note—бр. Available from—Southern Illinois University, School of Medicine, Department of Medicial Edu-cation, P.O. Box 3926, Springfield, II. 62708. Journal Cit—Professions Education Researcher

Notes; v9 n3 p5-7 Jan 10 1988 Pub Type— Journal Articles (080) — Opinion Pa-pers (120)

Notes, v9 n3 p5-7 Jan 10 1988
Pub Type— Journal Articles (080) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clinical Experience, Education, Medical Education, "Naturalistic Observation, "Qualitative Research, "Naturalistic Observation, "Qualitative Research, Quasiexperimental Design, Research Methodology, "Scientific Methodology Perspectives concerning a field-based inquiry approach to medical education are offered. This approach requires that inquiry tactics more closely match educational and clinical processes. Assumptions about naturalistic and quasi-experimental educational research are considered that indicate a common field-based approach to inquiry. Parallel processes linking conceptions of medical education, clinical practice, and inquiry are also considered. It is concluded that understanding of social and educational phenomena has too long been determined by research and evaluation frameworks that define concepts of what is good and what is bad in medical education and that have limited those concepts. The processes of medical education and clinical practice are seen as complex, nonlinear social processes appropriate for applying a field-based inquiry approach. Most medical education research has been organized by constructs, typically psychological or behavioral, that are used to explain or predict cerproach. Most mencal education research has been organized by constructs, typically psychological or behavioral, that are used to explain or predict certain patterns of human behavior. Rethinking of medical education inquiry is advocated, along with less reliance on the experimental design framework of scientific inquiry. (SW)

HE 021 068

Stock, William P. And Others

A Study of English Placement Test Subscores and
Their Use in Assigning CSU, Fresno Freshmen to
Beginning English Courses.

California State Univ., Fresno.

Pub Date-15 Aug 86

California State Univ., Fresno.
Pub Date—15 Aug 86
Note—81p.; A research study presented to the English Placement Test Development Committee,
California State University, Fresno.
Pub Type— Reports - Research (143)
EDRS Price - MPDI/PCM Plus Postage.
Descriptors—Academic Persistence, \*College English, College Entrance Examinations, \*College Freshmen, \*Educational Testing, English (Second Language), Essay Tests, Grade Point Average, Higher Education, Introductory Courses, Predictor Variables, Remedial Instruction, \*Screening Tests, State University; Fresno Placement, \*Writing (Composition)
Identifiers—\*California State University Fresno Differences between California State University, Fresno, students eligible to enroll in freshman composition and those who appeared to need reading and writing remediation were studied. Attention was directed to differences between students acoring below the first quartile on the English Placement Test (EPT) reading subscore and those scoring at or above this point. Of concern were demographic factors, persistence to the end of the freshman year, cumulative units completed in the first year, grade point average in the first year, grade in English 1, and entrance examination scores. Differences in EPT subscores related to student's sex, ethnicity, self-reported English as a second language status, and decision about a major at college entrance were BPT SUBSCORE related to students see, cumulary, self-reported English as a second language status, and decision about a major at college entrance were also investigated. The EPT reading subscore was not a better predictor of persistence and academic progress than other objective components of the EPT. However, the fact that the EPT essay subscore EPT. However, the fact that the EPT essay subscore was more highly related to persistence strongly supports the accuracy and consistency of essay testing. Significantly less variability existed in the EPT essay subscore than in three objective test subscore on the basis of ethnicity and English as a second language status. Additional findings are discussed. A 154-item selected bibliography concludes the document (SW)

HE 021 284 ED 289 454 ED 289 454 HE 021 284 High School and Beyond: Pell Grants [ma-chine-readable data flie]. National Center for Education Statistics (ED), Washington, DC. Report No.—EF-000016 Pub Date—82 Note—File documentation is provided with the

tapes.

Available from—U.S. Department of Education
(ED), Office of Educational Research and Improvement (OERI), Information Services (IS),

555 New Jersey Avenue, NW, Washington, DC 20208. Telephone: (800) 424-1616, (202) 357-6768. (SAS file, \$150). Pub Type— Machine-Readable Data Files (102) Document Not Available from EDRS. Descriptors—Academic Ability, College Programs, "College Students, Employment Level, Earrollment, Expenditures, Family Income, "Federal Aid, Grade 12, Grades (Scholastic), "Grants, "High School Seniors, High School Students, Homework, National Surveys, Parent Background, Postsecondary Education, Race, Sampling, Sex, Socioeconomic Status, Statistical Surveys, Student Costs, Student Educational Objectives, "Student Financial Aid, Tuition Identifiers—"High School and Beyond (NCES), "Pell Grant Program

Identifiers—"High School and Beyond (NCES),
"Pell Grant Program
The "Pell Grants" machine-readable data file
(MRDF) is a subfile of the "High School and Beyoud (HS&B) Class of 1980 Survey," which was
administered in 1980 to a national sample of over
30,000 sophomores and 28,000 seniors from 1,015
schools throughout the United States. The "Pell
Grants" file contains data from 2,916 HS&B seniors
who were the recipients of Pell grants between high
school graduation in 1980 and the first HS&B follow-up survey in 1982. The data were derived from
the recipients history and roster master files for
school years 1980-81 and 1981-82 in the Pell Grant
Information System. For comparison purposes, data the recipients history and roster master files for school years 1980-81 and 1981-82 in the Pell Grant Information System. For comparison purposes, data from 4,837 H&B seniors who attended some form of postsecondary education after graduation, but who were not recipients of Pell Grants, have been added to the file. Each of the 7,753 total records includes family income and room and board costs taken from the Higher Education General Information Survey (HEGIS). Variables captured include: sex, race, ethnic origin, high school type, urbanization code, census region, ability quartile, socioeconomic status quartile, high school grades, high school program participation, highest parental education, community type, time spent on homework, postsecondary education plans, student status as of October 1980 and as of October 1980 end as of October 1981. POPULATION: High School and Beyond Seniors (7,776). RESPONDENTS: High School and Beyond Seniors who were Pell Grant recipients between 1980 and 1982. TYPE OF SURVEY: National Survey; Sample Survey. RESPONSE RATE-High School and Beyond Seniors who were Pell Grant recipients between 1980 and 1982. TYPE OF SURVEY: National Survey; Sample Survey. RESPONSE RATE-High School and Beyond Seniors (7,753 = 99.9%); Pell Grantees (2,916); Non-Pell Grantees (4,837). YEAR OF FIRST DATA: 1980. YEAR OF LATEST DATA: 1982. (CDM/WTB)

ED 289 455 HE 021 291

ED 289 455

Basic Student Charges, 1982-83. Higher Education
General Information Survey (HEGIS) [machine-readable data file].
National Center for Education Statistics (ED),
Washington, DC.
Report No.—EF-000027
Pub Date—8
Student Charges" was a 1982-1983
Survey done as part of HEGIS XVII. Similar data
have been collected previously and since as part
of the "Institutional Characteristics (IC) Survey."
Available from—U. S. Department of Education
(ED), Office of Educational Research and Improvement (OERI), Information Services (IS),

(ED), Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Ave., NW, Washington, DC 20208. Telephone: (800) 424-1616, (202) 357-6768. (SAS file or SPSS-X file, 5150). Pub Type—Machine-Readable Data Files (102) Document Not Available from EDRS.
Descriptors—College Housing, Colleges, "College Students, Fees, "Full Time Students, "Graduate Students, Higher Education, In State Students, National Surveys, Out of State Students, Private Colleges, Race, Sex, Statistical Surveys, "Student Costs, "Tuition, Two Year Colleges, "Undergraduate Students uate Students Identifiers—\*Higher Education General Informa-

Identifiers—righer Education General Information Survey
The "Basic Student Charges" (BSC) machine-readable data file (MRDF) was initiated in 1982-1983 as a supplemental survey to the Higher Education General Information Survey (HEGIS) Education General Information Survey (HEGIS) XVII. The purpose of the survey was to collect in-formation on the costs for tuition, fees, and room and board for typical full-time undergraduate and graduate students at institutions of higher education in the United States. Data of this type had been collected in previous HEGIS surveys via the "Insti-tutional Characteristics Survey." The universe consisted of 3,325 institutions. The response rate was 99.4%, with responses received from 3,247 institutions. Data for an additional 18 institutions were imputed, making a grand total of 3,265 institutional records on the file. Both in-state and out-of-state students from public and private colleges are included in the data. Institutional data are included (from the regular "institutional characteristics Survey") providing, for example, current enrollment, affiliation, type of control, race and sex ratios of student body, accreditation type, calendar system used, highest degree level offered, whether a two-year or four-year institution. Records are arranged in the file by Federal Interagency Committee on Education (FICE) codes. POPULATION: Higher Education Institutions (3,325). TPEQUENCY: Once (proposed annually). RESPONSE RATE: Higher Education Institutions (3,347 = 99.4%). YEAR OF FIRST DATA: 1982. (CDM/WTB)

HE 021 292

Thomas, Joan
Choosing the Puture: College Students' Projections of Their Personal Life Patterns [machine-readable data file].
Spons Agency—Cincinnati Univ., Ohio.
Report No.—A657; EF-000323
Pub Date—84

chine-readable data file].

Spons Agency—Cincinnati Univ., Ohio.
Report No.—A657; EF-000323
Pub Date—84
Note—A computer tape and IBM punched cards are available for 104 subjects from the pilot study and 115 from the primary study. In addition, raw printed data are available in the form of completed Personal Attributes Questionnaires (PAQ). Texas Social Behavior Inventory (TSBI) responses, Guided Fantasy reports, and responses to demographic and attitude questionnaires.

Available from—Henry A. Murray Research Center of Radcliffe College, Center for the Study of Lives, 10 Garden Street, Cambridge, MA 02138.

Telephone: (617) 495-8140. Price provided upon request. Order #A657.

Pub Type—Machine-Readable Data Files (102)
Document Not Available from EDRS.
Descriptors—Career Planning, \*College Students, Expectation, Family Characteristics, \*Fantasy, Females, \*Futures (of Society), Goal Orientation, Individual Characteristics, \*Gradividual Development, Interpersonal Competence, Interpersonal Relationship, Life Style, Males, Occupational Aspiration, Participant Characteristics, \*Personality Traits, Predictive Measurement, Religious Cultural Groups, Sampling, School Surveys, Self Concept, Self Esteem, Sex Differences, \*Sex Role, Social Behavior, Social Development, Social Values, \*Students Hottlindes, Undergraduate Students, White Students Identifiers—\*Pell Grant Program

"Choosing the Future: College Students' Projections of Their Personal Life Patterns" is a machine-readable data file (MRDF) prepared by the principal investigator in connection with her doctoral program studies and her 1986 unpublished doctoral dissertation prepared in the Department of Psychology at the University of Cincinnati. The purpose of the study was to examine sex differences in college students' projections of their future. The impact of expectations of the future on the students present and on socio-psychological stages of development was investigated. A total of 478 University of Cincinnati undergraduates between the ages of 18 and 25 part TION: Undergraduate students from the University of Cincinnati. TYPE OF SURVEY: Local Survey;

Sample Survey. SAMPLE: Undergraduate students from the University of Cincinnati (478). FRE-QUENCY: Once. YEAR OF FIRST DATA: 1983. YEAR OF LATEST DATA: 1984 (CDM/WTB)

## IR

ED 289 457 IR 012 910

Pelton, Joseph N. A New Era Begins: Satellite Communications and

A New Era Begins: Satellite Communications and Development.

Pub Date—Sep 87

Note—19p.; Paper presented at the Telecommunications Research Policy Conference (15th, Arlie, VA, September 27-30, 1987).

Pub Type—Information Analyses (070) — Reports 1 Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage Descriptors—\*Communications Satellites, Costs,
\*Developing Nations, \*Distance Education, Economic Development, \*Health Services, Informa-

nomic Development, \*Health Services, Informa-tion Systems, International Cooperation, National Programs, \*Nonformal Education, \*Ru-ral Development, Technological Advancement, Teleconferencing, Telecourses Identifiers—\*Intelsat, Project SHARE This overview of changes in the field of telecom-munications development produced by satellite communications over the last 15 years focuses on prolications of satellite systems for educational and applications of satellite systems for educational and health purposes in developing countries. Satellite communications development from 1974 to 1986 is identified as the first stage of telecommunications in developing countries, which was generally a trunk-ing network restricted to large cities and beginning ing network restricted to large cities and beginning with lease or purchase of equipment from INTEL-SAT. Such projects in Algeria and Brazil are briefly described. A second stage of satellite communications development, which has rural service as an important part of the planning objection. important part of the planning objectives, is also identified and the following topics are addressed in this context: (1) rural satellite communications systhis context: (1) rural satellite communications sys-tems in China and India; (2) new services and low-cost options available through INTELSAT; (3) major studies on the extension of telecommunica-tions systems into rural and remote areas; (4) new digital compression techniques; and (5) cost/bene-fits of communications development. Guidelines for assessing the level of communications development are suggested. Attachments include lists of countries with INTELSAT leases and purchases; countries with INTELSAT leases and purchases; countries with dedicated communications satellite systems: and regional satellite systems. Also atcountries with dedicated communications satellite systems, and regional satellite systems. Also attached is a status report for Project SHARE which lists 14 projects together with their sponsors, the participating countries, the type of transmission, and content. (MES)

ED 289 458 IR 012 911 Blai, Boris, Jr.

Technology in Education. Pub Date—[86]

- Information Analyses (070) - Opinion Pub Type

Pub Type - Information Analysis (777) - Spatial Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors - Educational Technology, Instructional Improvement, "Instructional Innovation, "Learning Processes, "Teacher Role

Arguing that technology in education can free

teachers to teach, this paper reviews the literature and discusses both the role of the teacher as a facilitator who uses judicious applications of educational technology to ensure that student learning is maximized, and the effects of various factors such as muzed, and the effects of various factors such as emotional problems and nutritional deficiencies on the degree of learning accomplished. Technological innovations for facilitating or enhancing learning and the role of the teacher are then discussed for each of five progressive stages in the learning pro-cess: (1) as information stage, in which research is carried out and data are collected; (2) an exploitacarried out and data are collected; (2) an exploita-tion stage, which involves organization, criticism, and processing of data; (3) an assimilation stage, which consists of knowledge fination; (4) a transfer stage, which consists of application of the acquired knowledge; and (5) an assessment stage in which the quality of learning is evaluated. Ten references are listed. (MES)

ED 289 459 IR 012 912 Webb, Michael B., Ed.

Technology Programs That Work.
Columbia Univ., New York, N.Y. Teachers College.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC. National Diffusion Network.

Pub Date—Dec 84 Contract—OE-300-83-0253

Note—73p.; National Diffusion Network Project. For descriptions of other NDN programs, see ED 266 134.

266 134.

Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accounting, Adult Education, \*Basic Skills, Career Education, \*Computer Uses in Education, \*Demonstration Programs, Economics, Educational Administration, Elementary Secondary Education, Mass Media, Program Descriptions, Special Education Identifiers—\*National Diffusion Network Programs

grams
This directory contains descriptions of 44 National Diffusion Network (NDN) programs that have been validated by the Joint Dissemination Review Panel of the Department of Education and make use of technology. The programs are organized into three sections. Section I describes 11 Lighthouse Projects in the areas of administrative management; computer literacy and proprocesses/management; computer literacy and programming; computer-assisted instruction (CAI) for teaching secondary math, reading and math for grades 3 through 8, basic skills, adult education, in-service teacher training, and accounting; development and test approaches to telecommunications; computer-managed instruction (CMI); occupational training; special education; and K-8 computer literacy education. Information given for each project includes a program description, the technology used, sources of available software, services provided, and a contact name for additional processes/management; computer literacy and proed, and a contact name for additional rmation. Sections II and III describe 24 information. NDN-funded developer demonstrator projects and nine unfunded validated projects in the areas of ba-sic and computer literacy; basic skills; career education; occupational education; CMI; a computer-assisted diagnostic-prescriptive program for underachievers; use of amplification technology as an instructional technique; cash flow forecasting; mass media services; and economic education. Inmass means services; and economic education. In-formation provided for each project includes a pro-gram description, evidence of its effectiveness, implementation and financial requirements, and services available at each site. NDN State Facilita-tors are listed, and title, geographical, and ERIC descriptor indexes are provided. (DJR)

IR 012 913

Nathan, Joe
Technology's Role in Educational Reform.
HR.87.09. National Governors' Association, Washington, DC. Center for Policy Research and Analysis. Pub Date—1 Jul 87

Pub Date—1 Jul 87

Note—9p.

Available from—National Governors' Association,
Hall of the States, 444 North Capitol Street,
Washington, DC 20001 (subscription to Capital
Ideas, \$75.00 per year).

Journal Car-Capital Ideas. A Publication of the
Center for Policy Research; Jul 1 1987

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

ports - Research (14-3)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cooperative Programs, "Courseware, Elementary Secondary Education, Government Role, "Microcomputers, National Surveys, "Purchasing, Staff Development, "State Departments of Education, Videotape Recordings
This newsletter presents the results of a National Governors' Association (NGA) survey, conducted November 1986 through January 1987, on state responses to the recommendations of the NGA Task Force on Technology regarding new ways to acquire and use educational technology. The following topics covered by the survey are discussed: (1) hardware concerns, including the value of a state role in assisting school districts with hardware evaluation and quality control, aggregate purchasing, bidding, and creating special authorities to serve district needs; (2) instructional software acquisition at reduced cost through purchasing agreements with duced cost through purchasing agreements with producers; (3) efforts to share the costs of videotape development and video programming; (4) issues to be considered in managing the process of market

aggregation, including selection mechanisms, pur-chase agreements, distribution, and training for teachers and administrators; (5) the role of technology in restructured schools; and (6) the need for a central source of information about the impact of technology in schools. (MES)

ED 289 461 IR 012 925 Chao, Chun-I And Others
Effects of Four Instructional Sequences on Application and Transfer. IDD&E Working Paper No. 12

cuse Univ., N.Y. School of Education. Pub Date-May 83

Pub Date—May 83
Note—24p.
Pub Type— Reports - Research (143)
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptora—Analysis of Variance, Control Groups, Correlation, \*Discovery Learning, Earth Science, Grade 9, Hypothesis Testing, \*Instructional Design, \*Intermode Differences, Pretests Posttests, Secondary Education, \*Sequential

Identifiers—Component Display Theory, \*Expository Teaching, Generality

Using the Component Display Theory as an analyzing tool, this study compared the effects of expository and discovery methods of instruction on two learning outcomes, application and transfer. One hundred ninth grade students in each of four earth science classes were randomly assigned to five groups-four experimental groups designed to test four instructional sequences and a control group. The sequences investigated were: (1) GEPG, i.e., a generality at the beginning of a lesson, followed by examples and practice exercises, and ending with a restatement of the generality (expository); (2) ER, i.e., examples followed by practice (discovery); (3) GEP, i.e., a generality first, followed by examples and then practice (expository); and (4) EPG, i.e., examples followed by practice and ending with a generality (discovery). A posttest-only control group served as the experimental design. The four treatment groups received different versions of a earth science classes were randomly assigned to five group served as the experimental design. The four treatment groups received different versions of a lesson on the concept and two basic principles of plate tectonics. Each student was given a lesson booklet and a separate booklet of figures and maps as study aids, and learning was self-paced. At the end of the lesson, they were expected to transfer this knowledge to a different situation by generating a new but related principle. Data from the 39 students who completed the activity were analyzed using analysis of variance and a 2 x 2 factorial design. No significant differences were found among the groups significant differences were found among the groups for either application or transfer learning, although partial support was found for one of the three hy-potheses tested. (RP)

IR 012 926 ED 289 462

McLean, Lois And Others

The Effects of Format of Synthesizer on Conceptual Learning, IDD&E Working Paper No. 13.

Syracuse Univ., N.Y. School of Education. Pub Date-Jun 83

Pub Date—Jun 83

Note—27p.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Analysis of Variance, Audiotape Recordings, Control Groups, \*Definitions, High Schools, Hypothesis Testing, \*Instructional Design, \*Intermode Differences, Predictor Variables, Pretests Posttests, \*Recall (Psychology), Slides, \*Date (Date) Slides, Tables (Data)
Identifiers—\*Elaboration Theory, \*Synthesizers

Identifiers—Elaboration Theory, "Synthesizers One of the important components of the elabora-tion theory (Reigeluth, 1979) is the synthesizer, which provides information to relate and integrate a set of concepts and which can appear in different formats. This study investigated the effectiveness of a set of concepts and when can appear in different formats. This study investigated the effectiveness of three formats of post-instruction synthesizer on student recall of definitions of concepts and recall of relationships among those concepts. The subjects were 47 high school students who were randomly assigned to five groups: (1) no synthesizer (instruction only); (2) visual synthesizer (tree-chart diagram); (3) verbal synthesizer; and (5) control (post-test only). The four treatment groups simultaneously viewed a general-to-detailed slide-tape presentation on microcomputer system parts. A 41-item, short-answer posttest was administered to the no-synthesizer group immediately and to the other three experimental groups following brief study of their assigned synthesizers. Although no significant differences were found between the treatment groups on remembering definitions, the diagram synthesizer group was significantly better at remembering the relationships than the verbal and no-synthesis groups, and the diagram plus ver-bal synthesis group was significantly better than the no-synthesis group. Contrary to the three hypothe-ses tested these results suggest that instruction for ses tested, these results suggest that instruction for parts-conceptual relationships should use a visu-al-only synthesizer format. This report includes examples of different synthesizers as well as five references. (Author/RP)

ED 289 463

IR 012 928

Keller, John M. Motivational Design. IDD&E Working Paper No.

Syracuse Univ., N.Y. School of Education. Pub Date—Aug 83

Pub Date—Aug 83
Note—14p.
Pub Type—Reports - Research (143)
EDRS Price - MF0L/PC01 Plus Postage.
Descriptors—Cognitive Psychology, "Instructional Design, Instructional Effectiveness, "Learning Motivation, "Learning Theories, Models, "Motivation Techniques, Research Needs, Student Motivation Techniques, Research Needs, Student Motivation."

tivation

Identifiers—\*Motivational Design

This paper reviews four categories of models of
motivational design, which is an aspect of instructional design that refers specifically to strategies,
principles, and processes for making instruction appealing. Grounded in psychological theories of human behavior, the models in the first three man behavior, the models in the first three categories discussed are based on person-centered theories, environmentally-centered theories, and interaction theories; the fourth group has a more pragnatic origin and includes omnibus models that incorporate both instructional design and motivational design are also discussed, including the unstable nature of motivation, which is related to the difficulties in establishing a useful theory of motivation; the ture or individuals, which is leased to the dimetric ties in establishing a useful theory of motivation; the multiplicity of motives and goal orientations of indi-viduals; and the problem of measurement. A discus-sion of the growth and development of motivational design theory concludes the paper and 23 references are provided. (RP)

ED 289 464 IR 012 930

Renti, Fredy E. And Others

Teaching Common Errors in Applying a Procedure.

IDD&E Working Paper No. 17.

Syracuse Univ., N.Y. School of Education.

Pub Date—Oct 83

Note—19p.; For a related study, see IR 012 931. Pub Type— Reporta - Research (143) EDRS Price - MF01/PC01 Plus Postage.

EDIS Price - Mr91/POJI Plus Postage.

Descriptors—Audiotape Recordings, Color, Commercial Art, Comparative Analysis, Concept Teaching, Control Groups, "Error Patterns, Higher Education, Hypothesis Testing, "Instructional Design, "Intermode Differences, Photography, Pretests Posttests, "Silides Identifiers—"Color Photography, Examples, Syracuse University NY.

Identifiers—"Color Photography, Examples, Syracuse University NY
This study was designed to test the hypothesis that students who are given common errors matched with correct performance as part of their instruction in carrying out a procedure will perform better than students who are given only the correct performance. The task was the procedure for correcting color imbalances in color slides, and 56 college sophomores were randomly assigned to either an experimental or a control condition in identical classrooms. For the pretest, students in both groups viewed 10 slides and recorded any color imbalance they perceived. Copies of the standard color wheel were then distributed and a slide tape presentation on the procedure for color correction was given. Both groups received samples of each of the six colors of the standard color wheel and the correct responses for six examples presented following the responses for six examples presented following the instruction. In addition, the experimental group received samples of the colors most commonly con-fused with the six colors and examples of common errors. The data from the pretest and a 20-item posttest were analyzed using a t-test with unequal stan-dard deviations. The results indicated that application-level learning of procedures was signifi-cantly facilitated by the presentation of common errors in addition to the examples. It was concluded that the use of common errors in our effective that the use of common errors is more effective en they are made apparent, or when a clear dis-tion between a correct and incorrect response is taught. (RP)

ED 289 465 RIE MAY 1988 IR 012 931

Garduno, Alberto O. And Others
Teaching Common Errors in Applying a Procedure.
IDD&E Working Paper No. 18.
Syracuse Univ., N.Y. School of Education.
Pub Date—Nov 84

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Concept Teaching, \*Error Patterns, Higher Education, \*Instructional Design, \*Intermode Differences, \*Music Education, \*Music Theory, Pretests Post-

Itests
Identifiers—\*Examples
The purpose of this study was to replicate the
Bentti, Golden, and Reigeluth study (1983), which
explored the use of nonexamples to teach common
errors as an effective strategy in teaching a procedure. A total of 24 undergraduate students enrolled
in the Syracuse University Symphonic Band were
exampled to a seigned to an experimental group and a randomly assigned to an experimental group and a control group. The experimental design was present posters, and two instructional booklets-one treble clef and one bass clef-were used to teach a procedure for building a musical interval up from a given note. The experimental group received in-struction for the correct procedure plus reminders and examples of the most common mistakes; the control group received instruction for and examples of the correct procedure. Results showed no significant differences on an application level. The lack of significance may have been due to the fact that humans, as adaptive organisms, exert more or less ef-fort to compensate for the quality of the instruction. Examples from the instruction booklet and posttest are included, and test scores are presented in tables and graphs. Sixteen references are presented in tables and graphs. Sixteen references are provided as well as a list of prior publications in this series of working papers. (Author/MES)

IR 012 932

ED 289 466 IR 012 93

Lim-Quek, Muriel And Others

The Effect of Principle-Procedure and Procedure-Principle Sequencing on Learning Outcomes. IDD&E Working Paper No. 19.

Syracuse Univ., N.Y. School of Education.

Pub Date—Jul 85

Note—23p.

Pub Type— Information Analyses (070) — Reports

Note—23p.

Pub Type— Information Analyses (070) — Reports

Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Accounting, Business Education,
Comparative Analysis, Hypothesis Testing, \*Instructional Design, \*Intermode Differences, Pretests Posttests, \*Sequential Learning, \*Student Attitudes, Theory Practice Relationship, \*Transfer of Training, Two Year Colleges

This study tested the effects of two instructional sequences—principle-procedure and procedure-principle-procedure and procedure-principle-procedure-principle-procedure-principle-procedure-principle-procedure-principle-procedure-principle-procedure-principle-principle-procedure-principl

Ins study tested the effects of two instructional sequences—principle—procedure and procedure—principle—on the application and transfer of learning. It was hypothesized that a principle—procedure sequence would result in better near-transfer and far-transfer and that students would prefer this sequence. The 38 freshmen enrolled in a business studies covered at a compunity college who served studies course at a community college who served as subjects were divided on a stratified random asas subjects were divided on a stratified random assignment into two groups. Two modules-a Principle Module and a Procedure Module-were prepared in booklet form on the topic of presentation of a statement of changes in financial position. Students in the two groups were given the same instruction, differing only in the order in which the modules were presented. A posttest measured near-transfer and far-transfer learning, and a post-questionnaire gathered personal data and responses on attitudes and preferences regarding the sequencing of instruction. Results showed no significant difference in learning outcomes but there was a general preference for the principle-procedure sequence. Eight references are provided as well as a list of other publications in this series of working papers. (Author/MES)

Abeasi, Kwasi Reigeluth, Charles M.
Group Discussion as an Effective Method of Instruction. IDD&E Working Paper No. 20.
Syracuse Univ., N.Y. School of Education.
Pub Date—Aug 85.
Notes—10.

Note—19p.
Pub Type— Guides - Classroom - Teacher (052) -Pub Type— Guides - Classroom - Teacher (052) — Information Analyses (070) — Opinion Papers (120)

Descriptors—\*Group Discussion, Guidelines,
Higher Education, \*Instructional Design, \*In-

structional Effectiveness, Models, \*Teaching Methods

Metinods
Advantages and disadvantages of group discussion as a method of instruction are reviewed in this paper and criteria are suggested for determining when group discussion is or is not an appropriate instructional method. The guidelines provided take into consideration the characteristics of the stuinto consideration the characteristics of the stu-dents, the teacher, the group as a whole, and the subject matter, as well as time and financial re-sources. Three forms of group discussion are then described: (1) the general model, in which the in-structor divides the class into groups, selects the topic to be studied, provides guidance for research, and supervises the actual discussion; (2) the moder-ator model, in which tone of the students rather than the instructor acts as leader; and (3) the non-moder-ster model in which there is no designeed leadings and the instructor acts as leader; and (3) the non-moder-ator model, in which there is no designated leader, but a student is selected as a recorder. Recommen-dations for the introduction, presentation, and sum-mary sections of the discussion are included for each model. Nineteen references are provided as well as a list of other publications in this series of working papers. (MES)

ED 289 468

Spuches, Charles M. Reigeluth, Charles M.

The Effects of Scorekeeping on Student Motivation in a Computer-Assisted Arithmetic Drill and Practice Game. IDD&E Working Paper No. 21. Syracuse Univ., N.Y. School of Education.

Pub Date—Aug 85

Note—209. IR 012 934

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Computer Assisted Instruction, \*Computer Games, Drills (Practice), \*Elementary School Mathematics, Factor Analysis, Feedback, Grade 2, Primary Education, \*Student Motivation

Identifiers— Scorekeeping

This study investigated the effects of scorekeeping
on student motivation in a computer assisted arithmetic drill and practice game. A 2.2 factorial design
was used which incorporated the four treatments was used which incorporated the four treatments formed by time score (present and absent) and rank score (present and absent). Selected on the basis of their previous experience with the procedure of carrying in addition problems, the subjects were 52 second grade students who were randomly assigned to the four treatments. After a brief introduction and demonstration of the rules of the game, each student could elect to play further counds to a maximum could elect to play further counds to a maximum could elect to play further counds to a maximum could elect to play further counds to a maximum could elect to play further counds to a maximum could elect to play further counds to a maximum could elect to play further counds to a maximum could elect to play further counds to a maximum could elect to play further counds to a maximum could elect to play further counds to a maximum could elect to play further counds to a maximum countries. student could elect to play further rounds to a maximum of 15 minutes. Motivation was measured by the number of rounds elected. An analysis of variance calculated for the number of rounds played indicated that there was no significant treatment effect. Discussion of the results and suggestions for further studies conclude the report. (Author/RP)

Chao, Chun-I Reigeluth, Charles M.

The Effects of Format and Structure of a Synthesizer on Procedural-Decision Learning, IDD&E Working Paper No. 22.

Syracuse Univ., N.Y. School of Education.

Pub Date—Feb 86

Note—320.: Portion.

Note-32p.; Portions contain broken print. Best copy available.

copy available.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Covariance, Control
Groups, Higher Education, Hypothesis Testing,
\*Instructional Design, \*Intermode Differences,
Recall (Psychology), \*Sequential Learning, \*Synthesis, Verbal Communication, Visual Measures
Identifiers—Elaboration Theory, \*Generality,
\*Synthesizers
This study investigated the effects of different

\*Synthesizers
This study investigated the effects of different structures of a synthesizer and formats of the generality component on the application and remember levels of learning. Seventy-three undergraduates participated. Four treatment groups were formed by combining two types of structure (complete versus partial) with two types of format in generality (visual versus verbal statement). A complete synthesizer contained a generality, an example, and some practice. A box-chart diagram was used to represent the visual format of the generality. Results suggest that although the format of the generality does not that, although the format of the generality does not make significant differences on either the applica-tion or the remember levels of learning, a complete synthesizer seems to benefit remember level learning. When comparing treatment groups with the control group, the post-hoc comparison again shows that complete synthesizers result in significantly

better learning than no synthesizer at all. A discussion of the findings concludes the paper. Seventeen references are appended. (Author/RP)

IR 012 936

Reigeluth, Charles M. Schwartz, Ellen
An Instructional Theory for the Design of Computer-Based Simulations. IDD&E Working Paputer-Bases per No. 23.

Syracuse Univ., N.Y. School of Education.

Syracuse Univ., N.Y. School of Education.
Pub Date—Jul 87
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Computer Simulation, Drills (Practice), Feedback, \*Instructional Design, Learning Strategies, Locus of Control, \*Models, \*Student Motivation, Student Participation, Symbolic Learning

Motivation, Student Participation, Symbolic Learning Identifiers—Generality
A simulation is described in terms of its three major aspects: the scenario, the underlying model, and the instructional overlay. The major focus of this paper is the instructional overlay as the component that serves to optimize learning and motivation. Functions of simulations are identified as the equisition of content the amplication of the comacquisition of content, the application of the con-tent, and the assessment of learning. Five simulation features that act as vehicles for achieving these funcfeatures that act as vehicles for achieving these runcions are then discussed; generality, example, practice, feedback, and help. A general model for the design of computer-based simulations is presented which offers prescriptions for the design of the introduction, acquisition, application, and assessment stages of simulations and for dealing with the issue of control (system or learner). Variations on the assertal model are then presented which are based of control (system or learner). Variations on the general model are then presented which are based on the nature of the behavior (procedures, process principles and causal principles), complexity of the content, form of learner participation, form of changes (physical or non-physical) and motivational requirements. In conclusion, it is noted that these prescriptions are only a first step in an attempt to construct a validated prescriptive theory for the design of computer simulations, and that considerable research and extensive field tests are needed to provide the information necessary for both confirmation in the confirmation of the co provide the information necessary for both confirmation and revision of the various aspects of the theory. (Author/RP)

ED 289 471

ED 289 471

IR 012 937

Mouton, Harry Reigeluth, Charles M.

Adjunct Questions and Mediated Self Instruction:
Comparisons of Lookback and No-Lookback
Procedures, with High or Low Level Questions,
Massed or Inserted in the Text. IDD&E Working Paper No. 24.

Syracuse Univ., N.Y. School of Education.

Pub Date—Mar 87

Note—639.

Pub Type—Reports - Research (143)

EDRS Price - MF0L/PC03 Plus Postage.

Descriptors—Control Groups, Distance Education,
Factor Analysis, \*Instructional Design, \*Intermode Differences, Measurement Techniques,
Performance Factors, \*Programed Instructional
Materials, \*Recall (Psychology), Secondary Education

Identifiers-\*Adjunct Questions, \*Lookbacks

(Reading)
This study explores the use of the adjunct question paradigm in self-instruction and distance education materials. The subjects were 187 high school cation materials. The subjects were 187 high school students who read text passages and answered one high level (implication or inference) or low level (verbatim or paraphrase) question. These questions were either inserted in the text or massed at the end of the passage. Subjects were either allowed to look back at the text while answering the questions (the freedom group, FREE) or were not allowed to look back (the read-question group, RQR). One control group read the passages twice without questions and another neither read the passages nor answered the questions. All subjects were tested on recall of low level and performance on high level posttest items. questions. All subjects were tested on recall of low level and performance on high level posttest items. On high level incidental items, the RQR group performed better than the RRQ group, but the FREE group recalled more low level incidental material better than the RRQ group, but the FREE group recalled more low level incidental material better than the state of the RRQ group in the RRQ group group recalled more low level incidental materias than the RQR group. In the two no-lookback groups, those who were asked high level adjunct questions performed better when the questions were massed together, while those who were asked low level adjunct questions performed better when the questions were inserted. In general the lookback group recalled as much, and performed as well, as the two no-lookback groups. For all incidental de-pendent variables, most treatment groups did not score significantly higher than the READ-TWICE control group. Discussions of the limitations of the study that may have influenced the results and the implications of the findings conclude the report. A reference list of 101 items is appended. (Au-thor/RP).

IR 012 938 ED 289 472

Latham, Glen Stoddard, Charles G.
Time on Task Analysis of the Logan High School
Wandah Project. Final Report.
Wasatch Inst. for Research and Evaluation, Logan,

UT.

Pub Date-Mar 86

Pub Date—Mar 86
Note—13p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Observation Techniques,
Comparative Analysis, "Computer Assisted Instruction, "Conventional Instruction, "English Instruction, Evaluation Methods, High Schools,
"Intermode Differences, Statistical Significance,
"Time on Task \*Time on Task

\*Time on Task
Part of an overall evaluation study of the WANDAH Project at Logan High School (Utah), this
study compared the time on task of students in a
computer-based English class in two conditions, the
handwriting condition (any situation in which they
were not involved with computers) and the computer condition. Observational techniques were
used to code data under specified timed structures
and the results of the six observation periods were
analyzed statistically to determine any significant
differences. It was found that: (1) students in the
computer condition were more often on task (95.1% computer condition were more often on task (95.1% of the time) than in the handwriting condition (58% of the time); (2) teachers tended to be more in-volved with students who were using computers; and (3) time on task was affected by the computer location, traffic patterns in the computer writing laboratory, and line of sight from students to teach-ers. Recommendations for future studies conclude the report and the results of the statistical analysis are displayed in a graph. (RP)

IR 012 939

Kiteka, Sebastian F.
Using the Computer as a Telecommunications Indiana Univ., Bloomington. Vocational Education

Pub Date-Mar 87

Pub Date—Mar 87
Note—21p.; For other guides in this series, see IR
012 940-941.
Pub Type—Guides - General (050) — Reports Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Computer Software, Computer Terminals, Evaluation Criteria, Guidelines, \*Microcomputers, \*Modems, Selection,
\*Tolocomputers, Selection, erocomputers,
Telecommunications

This guide describes the various hardware and Inis guide describes the Various narrower and software components needed for computer-to-computer communications in nontechnical language and provides guidelines for selecting an appropriate communications package for a microcomputer-thardware components discussed include both internal and external modems and the advantages and nal and external moderns and the avorantages and disadvantages of each type; the various features of moderns that should be considered by a potential purchaser, including baud rate, auto dial/auto answer, synchronous and asynchronous operation, answer, synchronous and asynchronous operation, and iterulipsence, dumb and amart terminals and their capacities; and dumb and smart terminals and their capacities; and the microcomputer as a device for communications activities. Software features to be considered are also identified and explained, including configura-tion, baud rate, data bits, parity, online telephone directories and dialing, ease of use, downloading, and support for the "host" or auto-answer mode. A glossary of relevant computer terms is provided and 10 journal articles and one book are suggested for further reading. (RP)

ED 289 474

IR 012 940

Kiteka, Sebastian F.
An Exercise in Desktop Publishing: Using the Indiana Univ., Bloomington. Vocational Education

Pub Date—Apr 87 Note—19p.; For other guides in this series, see IR 012 939-941.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Graphics, \*Computer Software, \*Electronic Publishing, English Instruction,

ware, "Electronic Publishing, English Instruction, Journalism Education, Layout (Publications), "Microcomputers, "Newsletters, School Publications, Secondary Education Identifiers—"Apple II, "D'eaktop Publishing This guide provides a description and step-by-step instructions for the use of "Newsroom," a desk-top-publishing program for the Apple II series of microcomputers produced by Springboard Software Inc. Based on the 1984 version of the program, this two-hour exercise focuses on the design and production of a newsletter with text and graphics in a school environment. The user learns to create a banschool environment. The user learns to create a ban-ner, enter and edit text, and select and incorporate ner, enter and edit text, and select and micorporate in the text clip art from the more than 600 graphics included in the package. Instructions are also provided for laying out and printing the newsletter. A glossary of newsletter and computer terms, a drawing of the main menu screen, samples of the clip art, a sample newsletter, and a list of the materials needed are included. (RP)

IR 012 941

Kiteka, Sebastian F. Hardware Selection: A Nontechnical Approach. Indiana Univ., Bloomington. Vocational Education Services. Pub Date—May 87

Tote—23p.; For other guides in this series, see IR 012 939-940.

012 939-940.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— \*Computer Printers, \*Evaluation Criteria, Guidelines, \*Microcomputers, \*Screens

(Displays), Selection

Identifiers— \*Computer Selection

Identifiers—\*Computer Selection
Presented in nontechnical language, this guide suggests criteria for the selection of three computer suggests criteria for the selection of three computer hardware essentials-a microcomputer, a monitor, and a printer. Factors to be considered in selecting the microcomputer are identified and discussed, including what the computer is to be used for, dealer support, software availability, modem access, add-on capability, the manufacturer, competing brands, and the speed, memory, and power capabilities of the central-processing unit. Key elements to consider when choosing a monitor, which is also called a cathode-ray-tube (crt) display unit, are also explained, including number of screen pixels, number of characters per screen, maximum number of colors, bandwidth, dot pitch, convergence, phosphor persistence, and provisions for prevention of phor persistence, and provisions for prevention of glare from the screen. Various features of the major types of printers-dot matrix, daisy wheel, thimble, thermal, ink jet, and laser-are also discussed, inthermal, ink jet, and laser-are also discussed, including quality of characters, print pitch, proportional spacing, carriage width, speed, buffer, support, and cost. The importance of defining what the computer is be used for is emphasized, and the rapidity of new technological developments is noted. A glossary of computer terms is included as well as a list of 15 journal articles for further reading.

ED 289 476

Mann, William C. Text Generation: The Problem of Text Structure. University of Southern California, Marina del Rey.

Oniversity of southern Cantornia, warms der key.
Information Sciences Inst.
Spons Agency—Advanced Research Projects
Agency (DOD), Washington, D.C.
Report No.—ISI/Rs-87-181
Pub Date—Mar 87
Notes 28s. ISI Respiret Series Respired from

Note—28p.; ISI Reprint Series. Reprinted from Natural Language Generation Systems, 1987. Pub Type—Reports - Research (143) EDRS Price - MF01/PC02 Plus Postage. Descriptors—\*Artificial Intelligence, Comparative Analysis, \*Computational Linguistics, Discourse

Analysis
Identifiers—"Natural Language Processing, Rhetorical Structure Theory, "Text Generation, Text

One of the major problems in artificial intelligence One of the major problems in artificial intelligence (AI) text generation is text organization; a poorly organized text can be unreadable or even misleading. A comparison of two AI approaches to text organization—McKeown's TEXT system and Rhetorical Structure Theory (RST)—shows that, although they share many assumptions about the nature of text, they are also in strong contrast. TEXT identifies text organization with whole-text nonrecursive structures, while RST uses small recursive ones. RST has an elaborate apparatus of relations between parts of texts, and of the "nuclearity" of particular parts; TEXT has no correlates for these. RST works with a wide range of relation types, TEXT with just one. TEXT is an implemented system, whereas RST is developmental. More important, TEXT develops text organizations so that they resemble patterns extracted from previous text, while RST strives for an organization which is justifiable as meeting the goals of the text being generated. This contrast raises many of the key issues in current research on the nature of text organization and how it can be created by programs. A 13-item reference list is appended. (Author/RP)

IR 012 944

Smoliar, Stephen W.

Review of "Conceptual Structures: Information Processing in Mind and Machine."

University of Southern California, Marina del Rey.

Agency — Advanced Research Projects
Agency (DOD), Washington, D.C.
Report No.—ISI/RS-87-182
Pub Date—Mar 87
Notes 141 Information Sciences Inst.

Pub Date—Mar 87
Note—11p.; ISI Reprint Series. Reprinted from Artificial Intelligence magazine, 1987.
Pub Type—Book/Product Reviews (072)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Artificial Intelligence, Book Reviews, Database Management Systems, \*Man

Machine Systems
Identifiers—\*Conceptual Graphs, \*Knowledge
Representation, Relational Approach (Informa-

tion Retrieval)

tion Retrieval)
This review of the book, "Conceptual Structures:
Information Processing in Mind and Machine," by
John F. Sowa, argues that anyone who plans to get
involved with issues of knowledge representation
should have at least a passing acquaintance with
Sowa's conceptual graphs for a database interface.
(Used to model the underlying semantics of a database, these graphs describe data from the user's
const of view and secret data according to the averesist of view and secret data according to the avebase, these graphs describe data from the sys-point of view and access data according to the sys-tem's point of view. They also represent functional dependencies in a relational database and support inferences and computations that are not explicit in the initial query.) Sowa's ideas on knowledge representation, cognitive science, and expert systems as presented in the book are discussed, and it is argued that: (1) Sowa's ideas were limited by his concern mat: (1) Sowa's ideas were limited by his concern for Codd's relational model of databases; (2) developments in cognitive science during the eight years that elapsed between Sowa's article in the 1BM Journal of Research and Development (July 1986) and the publication of the book have raised issues that he does not confront sdequately; and (3) perhaps the most valuable legacy of the book will be its impressive set of references to early scholarship. (RP)

ED 289 478 IR 012 945

EM 487 710
Smith, Gary R.
Computer-Based Information System Cultivated
To Support a College of Education.
Pub Date—15 Jan 87

Pub Date—15 Jan 8/
Note—19p.; Paper presented at the Annual Conference of the Michigan Educational Research Association (Ann Arbor, MJ, January 15, 1987).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Uses in Education, \*Databases, Demography, Employment Statistics, Higher Education, Information Retrieval, \*Information Systems, \*Local Area Networks, Program Evaluation, School Registration, \*Schools of Education, \*Styletent Benediction\*

Evaluation, School Registration, \*Schools of Education, \*Student Records
Identifiers—ERIC, Michigan Professional Personnel Register, \*Wayne State University MI
This brief paper discusses four of the computer applications explored at Wayne State University over the past decade to provide alternative solutions to problems commonly encountered in teacher education and in providing support for the classroom teacher. These studies examined only databases that are available in the public domain; obtained original documentation where possible for each database considered; and avoided elaborate analyses of data in favor of descriptive statistics. Successes realized in favor of descriptive statistics. Successes realized and problems encountered are discussed for each of the four databases described: (1) a student data file from the registration data collected by the university for all students in the College of Education, which provided the foundation for the college's re-sponse to an accreditation review of all university programs in 1986; (2) the Michigan Professional

Personnel Register, an annual census of the state's public school teachers, administrators, and other professionals, which has been used in studies of the college and its graduates; (3) the Educational Resources Information Center (ERIC), which has been mounted on a mainframe computer and made available to students at the university; and (4) the develable to students at the university; and (4) the devel-opment of a local area network which is to be integrated into the teaching, research, and service functions of the college. Diagrams of the major components of the College of Education's com-puter-based information systems and the compo-nents of the local area network are provided as well as 27 references. (RP)

ED 289 479 IR 012 946 Lentz, Linda P.

Integrating Computers into Michigan Education. Pub Date—Nov 85

Pub Date—Nov 85
Note—18p; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985).
Pub Type— Reports - Descriptive (141) — Specches/Meeting Papers (150)
EDRS Price - MFOL/POI Plus Postage.

Descriptors—Computer Literacy, Computer Soft-ware, \*Computer Uses in Education, Elementary Secondary Education, \*Inservice Teacher Educa-tion, \*Microcomputers, Models, Regional Pro-grams, State Departments of Education, \*State Programs

Programs
Identifiers—\*Michigan
Computer use in Michigan schools has evolved in
three stages over the past decade. In the first, computers were new and few, and professional development was typically self-initiated. The Michigan
Association of Computer Users in Learning
(MACUL) was formed at this time to provide resources to local districts which they were unable to
provide individually and increase communication. sources to local districts which they were unable to provide individually and increase communication among computer users. During the second stage, more computers were brought into the schools and concerns about hardware selection and software availability increased. The WE CAN (Wholesome, Effective Computer Applications Network) was established in 1981 to facilitate the purchase of hardware and software at discount prices by local water, and software at discount prices by local ware and software at discount prices by local schools. Both MACUL and WE CAN initiated anmual conferences which are a continuing part of the statewide program. The current stage began in 1984 when computers were found in most schools in Michigan, and a statewide plan for the integration of computers in education was implemented which provided funding for five training/software centers and the development and the development of a comprehensive training package for teachers' professional development. The Microcomputer Network Committee was also established to coordinate computer projects. The major concerns currently are professional develop-ment to provide teachers with the skills they need to use computers effectively, and the integration of computers into the curriculum rather than teaching computer literacy as a separate course. The need for continuing increased funding for professional develcontaining increased tuning for professional development, updating the software collection, and update/maintenance of hardware is noted. A diagram of the Michigan model for integrating computers in education is included. (RP)

IR 012 947 ED 289 480

McCluskey, Chuck Interactive Video in the Classroom. Pub Date—Nov 85

Note—9p.; Paper presented at the National Staff
Development Conference of the National Council
of States on Inservice Education (10th, Denver,

of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authoring Aids (Programing), Behavioral Objectives, Classroom Observation Techniques, Educational Psychology, Higher Education, \*Instructional Development, \*Interactive Video. tive Video

Identifiers-\*Dakota State College SD

Identifiers—\*Dakota State College SD

This report explains the development of an experimental project that is one of five such projects making up the Dakota State Teacher's Assistant Series (Dakota State College, Madison, South Dakota). The projects use interactive computer-controlled video programs and involve the social sciences. The project highlighted here involves educational psychology students and their observations of specific behaviors in the classroom. Five phases in the development of the modules are described: (1) identifica-

tion of objectives; (2) writing of textual materials; (3) development of the logic diagram; (4) shooting video scenes; and (5) using the authoring package. The content of the first three modules is brighy described, and a discussion of problems associated with the project concludes the report. A list of persons to contact for additional information on the project is attached. (RP)

Kercher, Lydia McClurg, Patricia Keyboarding Issues in Elementary Some Research Findings. Pub Date—Nov 85

Note—12p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (10th, Denver, CO, November

22-26, 1985).
Pub Type— Information Analyses (070) — Reports
- Research (143) — Speeches/Meeting Papers

(150)

EDRS Price - MF01/PC01 Plus Postage.

(150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Rating, Comparative Analysis, Creative Writing, Grade 5, Intermediate Grades, "Intermed Differences, "Keyboarding (Data Entry), Literature Reviews, "Microcomputers, Motor Development, "Teaching Methods, Typewriting, Word Processing
This paper explores the issue of how, when, and where to teach keyboarding at the elementary school level through a review of the keyboarding ilterature and descriptions of three studies conducted with fifth grade students in the laboratory school at the University of Wyoming. The literature review briefly summarizes findings on the following topics: (1) when keyboarding skills can be taught; (2) whether motor proficiency affects the ability to acquire keyboarding skills; (3) whether formal keyboarding instruction improves elementary students' keyboarding skills; (4) the effect of keyboarding on student achievement in other subject areas; and (5) the students' attitudes toward learning keyboard skills. The three studies conducted at the University School are then described. The first involved observation of students learning keyboarding with a personal typing book and progressing at their own rate. The second study compared the achievement of two groups learning keyboarding using the traditional typing text and individualized instruction; one The second study compared the achievement of two groups learning keyboarding using the traditional typing text and individualized instruction; one group used Apple microcomputers and the other used typewriters. The third study investigated whether students who had completed a nine-week keyboarding class would produce longer stories using a computer than students who had no formal keyboarding instruction. It was found that elementary students showed positive attitudes toward keyboarding activities, learned to keyboard through formal instruction, and showed some improvements in language arts achievement as a result of participation in keyboarding activities. (RP)

The 1987 Educational Software Preview Guide. Educational Software Evaluation Consortium.

Menio Park, CA.

Spons Agency—California State Dept. of Education, Sacramento.

Report No. -0-8011-0659-1

Pub Date—87

Note 828-1 (Suida developed at the California

Pub Date—87.

Note—82p.; Guide developed at the California TECC Software Evaluation Forum (Menlo Park, CA, December 1-5, 1986) and funded through the California Teacher Education and Computer Center (TECC) program. For previous year's guide, see ED 242 338.

see ED 242 338. Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacra-mento, CA 95802-0271 (\$2.00).

Book/Product Reviews (072)

Book/Product Reviews (072)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—"Authoring Aids (Programing), Computer Graphics, Computer Software Reviews, "Courseware, Elementary Secondary Education, Language Arts, Material Development, "Microcomputers, Science Instruction, Second Language Instruction, Social Sciences, Word

guage Instruction, Social Sciences, Word Processing Identifiers—\*Education Software Evaluation Consortium, Spreadsheets
Developed to help educators locate computer software programs they may want to preview for students in K-12, this guide lists commercially available programs that have been favorably reviewed by members of the Educational Software Evaluation

Consortium. Programs are listed alphabetically by title within curriculum areas: art; business education (accounting/bookkeeping, economics, typing); computers (awareness, programming/science, programming languages); electronic periodicals; foreign language; health; home economics/living skills; instructional tools (authoring systems, databases, graphics generators, instructional materials generators, shell/mini-authoring systems, spelling checkers, spreadsheets, telecommunications, word processors); keyboarding; language arts/English (literature, reading, spelling, writing); library media skills; mathematics (advanced, algebra, geometry/measurement, numbers, problem solving); music; preschool/early childhood; problem solving/logic; science (astronomy, biology, chemistry, earth science, environmental education/ecology, general science, physics, scientific method/lab try, earth science, environmental education/ecology, general science, physics, scientific method/lab equipment); social science (economics, geography, government/political science, history, sociology) tests and testing; and vocational education/industrial arts. Information provided for each program includes the title, a very brief annotation, the publisher, computer equipment required, instructional mode(s), grade levels, and price. The guide also includes a list of the 27 members of the consortium; they to the abbreviation used; an alphabetical list a key to the abbreviations used; an alphabetical list of titles, publisher abbreviations; and publishers' ad-dresses. (RP)

Garland, Virginia E.

Software Applications To Increase Administrative and Teacher Effectiveness.

Pub Date—Nov 85

Note—10p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985). Attached materials use faint, dot matrix print.

22-20, 198-3). Attached materials are intended matrix print.
Pub Type—Guides - Classroom - Teacher (052) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, \*Database
Management Systems, Elementary Secondary
Education, Material Development, \*Microcommatrix. Becombingmin. School. Administration. puters, Recordkeeping, School Admi Student Records, \*Word Processing

Identifiers—"Spreadsheets
Arguing that the most effective types of managerial computer software for teacher use are word prorial computer software for teacher use are word pro-cessing, database management, and electronic spreadsheet packages, this paper uses Apple Writer, PFS File, and VisiCalc as examples of such software and suggests ways in which they can be used by classroom teachers. Applications of Apple Writer that are described include use as an instructional tool to improve student writing skills; the design of form letters and class mailing lists; and the design form letters and class mailing lists; and the design and formatting of frequently used curriculum materials, including written examinations, syllabi, outlines, biographies, and assignments. Suggested applications of PFS File include the creation of longer mail lists; creation and sorting of class lists with students' addresses, parents' names, grades, and assignments; and generation of address labels. Uses for ViciCalc include keeping records of student grades at generation and veraging studes at report card time. grades and averaging grades at report card time. Samples of some materials produced using such software packages are attached. (RP)

ED 289 484

IR 012 951

Ellington, Henry Educational Oh al Objectives. Teaching and Learning in Higher Education, 1. cottish Central Institutions Committee for Educa-

tional Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—84

Note—17p.; For related guides, see IR 012 952-955 and IR 012 960.

and IR 012 960.

Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Pustage.

Descriptors—Affective Objectives, Behavioral Objectives, Cognitive Objectives, Curriculum Design, \*Educational Objectives, Foreign Countries, Phigher Education, 'Instructional Development, Psychomotor Objectives, \*Systems Approach, Writing (Composition)

Identifiers—Blooms Taxonomy, Mager (Robert)

Designed to provide a broad introduction to the subject of educational objectives, this booklet dis-

subject of educational objectives, this booklet dis-cusses an objectives-based approach to course de-sign, highlights the key role played by educational

objectives in any systematic approach to course or curriculum design, distinguishes between the terms "aims" and "objectives," and presents basic guidelines for writing objectives, including a consideration of the Magerian approach (behavioral objectives). In addition, three categories of educational objectives are defined as those obtainable in the cognitive domain, the affective domain, and the psychomotor domain, and Benjamin Bloom's taxon-course of educational objectives are examined. Fiomies of educational objectives are examined. Fi-nally, the advantages and disadvantages of an nally, the advantages and disadvantages of an objective-based approach to course design are reviewed, and suggestions are presented for establishing criteria for choosing valid objectives in a given instructional situation. A schematic representation of the systems approach to course or curriculum design is provided, and a listing of four sources for further reading is included. (KM)

ED 289 485

IR 012 952

Ellington. Henry
A Guide to the Selection of Instructional Methods.
Teaching and Learning in Higher Education, 2.
Scottish Central Institutions Committee for Educa-

tional Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—84

ote-13p.; For related guides, see IR 012 951-955 and IR 012 960.

Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Technology, Foreign Countries, Higher Education, Individualized In-struction, \*Instructional Development, \*Instrucstruction, "Instructional Development, "Instruc-tional Material Evaluation, "Instructional Materials, Large Group Instruction, Mass In-struction, "Media Selection, Systems Approach,

struction, "Media Selection, Systems Approach,
"Teaching Methods
This booklet is the first of four sequels to the guide
"Educational Objectives" that discuss the selection
and use of instructional methods. Following a brief
introduction, the systems approach to course or curreculum design is reviewed, and the selection of appropriate instructional methods is described as the
second less uses in the course or curriculum deadsecond key step in the course or curriculum devel-opment process. In addition, the wide range of in-structional methods available to teachers and lecturers are discussed, and three broad categories of methods are identified-mass instruction tech-niques, individualized learning techniques, and group learning techniques. Finally, the range of techniques available within each category is examined, and the educational strengths and weaknesses of each technique are discussed. The text is supplemented with two figures and four tables, and two sources for further reading are listed. (KM)

ED 289 486

IR 012 953

Ellington, Henry
A Guide to the Use of Mass Instruction Tech-niques. Teaching and Learning in Higher Educa-tion, 3.

Scottish Central Institutions Committee for Educational Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—84

Note—14p.; For related guides, see IR 012 951-955. Pub Type— Guides - Non-Classroom (055) — Re-

Note—14p.; For related guices, see IR 012 931-932.
Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PO01 Plus Postage.
Descriptors—Audiovisual Instruction, Educational Television, Foreign Countries, Higher Education, Instructional Films, Instructional Materials, Lecture Method, "Mass Instruction, "Media Selection, "Teaching Methods, Videotape Recordings This booklet is the first of three sequels to "A Guide to the Selection of Instructional Methods." Following a brief introduction, a discussion of the most common methods used in mass instructional techniques deals with the strengths and weaknesses of lectures and similar expository techniques, film and video presentations, educational broadcasts, and mass practical and studio work. In addition, the different roles that instructional materials can play in mass instruction situations are examined, and the choice of instructional materials for specific mass choice of instructional materials for specific mass instruction situations is briefly considered. A schematic representation depicting various types of in-structional material vis-a-vis types of mass instruction situations is included, and four sources for further reading are listed. (KM)

ED 289 487

IR 012 954

Ellington, Henry
A Guide to the Use of Individualised Learning Techniques. Teaching and Learning in Higher Education, 4. Scottish Central Institutions Committee for Educa-

scottish Certain Institutions Committee for Educa-tional Development.

Spons Agency—Robert Gordon's Inst. of Technol-ogy, Aberdeen (Scotland).

Pub Date-84

Pub Date—84
Note—16p.; For related guides, see IR 012 951-955, IR 012 957.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
Descriptors—"Audiovisual Aids, "Autoinstructional Aids, "Computer Assisted Instruction, Conventional Instruction, Distance Education, Foreiga Countries, Independent Study, "Individualized Instruction, Postsecondary Education, "Programed Instruction, Remedial Instruction, Student Projects, Study Guides Identifiers—Keller Plan

Identifiers—Keller Plan
This booklet is the second of three sequels to "A
Guide to the Selection of Instructional Methods." Following a brief introduction, the characteristics, strengths, and weaknesses of five individualized learning techniques are examined: (1) directed study of material in textbooks; (2) study of spestudy of material in textbooks; (2) study of spe-cially-prepared hand-out notes or programmed texts; (3) self-instruction via audiovisual media; (4) computer-based learning; and (5) individual practi-cal, studio, or project work. Contexts in which indi-vidualized learning can be used are then discussed, including its role in conventional "taught" courses, in personalized systems of instruction such as the Keller Plan, in flexible- and open-learning systems, in distance learning systems, and in equalization and remedial work. An annotated list of six items recommended for further reading is included. (MES)

ED 289 488

IR 012 955

Ellington, Henry
A Guide to the Use of Group Learning Techniques,
Teaching and Learning in Higher Education, 5.
Scottish Central Institutions Committee for Educa-

Scottish Central Institutions Committee for Educational Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—84

Note—16p.; For related guides, see IR 012 951-954
and IR 012 958.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—Affective Objectives, \*Class Activities, Cognitive Development, Communication Skills, \*Discussion (Teaching Technique), \*Educational Games, Foreign Countries, \*Group Discussion, \*Group Instruction, Interpersonal Competence, Postsecondary Education, Seminars, Simulation, \*Teacher Role
This booklet is the third of three sequels to "A

This booklet is the third of three sequels to "A Guide to the Selection of Instructional Methods." Ounce to the Section of instructional methods. Following a brief introduction, characteristics, strengths, and weaknesses of five group learning techniques are examined: (1) buzz sessions and similar small-group exercises; (2) class discussions, seminars, and tutorials; (3) participative exercises of the same fairubation for the production of the same fairubation of the same fairubation of the same fairubation. seminars, and tutorials; (3) participative exercises of the game/simulation/case study type; (4) mediated feedback/discussion sessions; and (5) group projects. Situations in which group learning can make a useful contribution to the educational pro-cess are then discussed. These include the use of group learning in teaching or developing higher cog-nitive objectives, problem-solving and decision-making skills, creative thinking, communication skills, interpersonal skills, and affective objectives. Finally, the role of the teacher in group learning is described. An annotated list of three references rec-ommended for further reading is included. (MES)

Some Hints on How To Be an Effective Lecturer.
Teaching and Learning in Higher Education, 6.
Scottish Central Institutions Committee for Educa-

Scottan Central matutions Committee for Educa-tional Development. Spons Agency—Robert Gordon's Inst. of Technol-ogy, Aberdeen (Scotland). Pub Date—[84]

Note—17p.; For related guides, see IR 012 951 and IR 012 953.

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conventional Instruction, Foreign

**RIE MAY 1988** 

Countries, Guidelines, Higher Education, In-structional Effectiveness, \*Lecture Method. Teaching Skills

The art of lecturing is examined in detail and sug-gestions are offered on how to lecture in an effective manner. The first of two main sections deals with manner. The first of two main sections deals with the preparation of lectures, offering guidance on such matters as determining the objectives, choosing the content, planning the structure, deciding on the method of delivery, and preparing supportive materials. The second section discusses lecturing technique per se and provides advice on orienting students at the start of a lecture, communicating effectively with students, holding students' attention, making sure that students obtain adequate notes, and ending a lecture. An annotated list of four references recommended for further reading is included. (MES)

ED 289 490 IR 012 957

ington, Henry sources Centres. Teaching and Learning in Higher Education, 7, ottish Central Institutions Committee for Educa-

tional Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—87

lote—15p.; For related guides, see IR 012 951 and IR 012 954.

IR 012 954.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Educational Resources, Foreign
Countries, Independent Study, Individualized Instruction, \*Learning Resource Scenters, \*Library
Administration, Postsecondary Education, \*Resource Centers, \*Resource Materials, Student
'Characteristics, Teacher Role
Identifiers— \*Resource Based Learning
The concepts of resources, resources centers, and

The concepts of resources, resources centers, and resource-based learning and their interrelationships are described and the role of resources centers in both student-centered and teacher/institution-centered and teacher/institutio both student-centered and teacher/institution-centered educational systems is examined. Factors in three areas that should be considered in the planning, organization, and operation of a resources center are also discussed: (1) constraints such as finances, space, staffing, staff and student attitudes, and politicated political and student attitudes. finances, space, staffing, staff and student attitudes, and politics and policy; (2) organization and management including management structure, the resources themselves, equipment, and general administration; and (3) educational considerations such as integration with the teaching/learning system, the role of the teacher, student characteristics, and feedback and evaluation. A list of four references recommended for further reading is included. (MES)

ED 289 491 IR 012 958

Ellington, Henry
How Games and Simulations Can Be Used in
Tertiary Education. Teaching and Learning in
Higher Education.

Scottish Central Institutions Committee for Educa-

tional Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—87

Note-16p.; For related guides, see IR 012 955 and IR 012 969.

Pub Type— Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Evaluative

(142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Case Studies, Cognitive Objectives,
"Educational Games, Foreign Countries, Laboratory Procedures, Postsecondary Education, "Simulation, "Teaching Methods
An overview of participative exercises of the game/simulation/case study type is provided, and seven distinct types of exercises are identified and briefly described; i.e., "pure" games; "pure" simulations; "pure" case studies; simulation games; games used as case studies; simulation games and simulation games used as case studies, and simulation games used as case studies games and simulation games used as case studies, and simulation games used as case studies games and simulation games g simulation games used as case studies. The educa-tional strengths and weaknesses of games and simu-lations are then examined and three basic areas in which games and simulations can make a contribu-tion in tertiary education are discussed: (1) helping to achieve basic cognitive objectives; (2) teaching laboratory skills; and (3) achieving non-cognitive aims. In conclusion, suggestions are offered for choosing an exercise, carrying out any necessary modifications, and using the exercises effectively with a class. Five general books and 16 books re-lated to specific subject areas are suggested for further reading. (MES)

IR 012 959 ED 289 492 IR U12 9: Ellington, Henry How Computers Can Be Used in Tertiary Educa-tioa. Teaching and Learning in Higher Educa-tioa, 9.

Scottish Central Institutions Committee for Educa-

Scottash Central Institutions Committee for Educa-tional Development.

Spons Agency—Robert Gordon's Inst. of Technol-ogy, Aberdeen (Scotland).

Pub Date—87

Note—19p.; For a related guide, see IR 012 968 Pub Type— Ouides - Non-Classroom (055) — In-formation Analyses (070) — Reports - Evaluative

11422 Price - MF01/PC01 Plus Postage.
Descriptors—Computer Literacy, \*Computers, \*Computer Uses in Education, Courseware, Datases, Foreign Countries, Higher Education, Programing, Teacher Attitudes

bases, Foreign Countries, Higner Education, Fro-graming, Teacher Attitudes
The first of three parts of this booklet, which as-sumes no previous knowledge of computers or pro-gramming, explains what computers are and briefly describes the components of a computer system. The second section examines the different ways in which the computer can be used in higher educa-tion, including its use: (1) as a "super calculator"; (2) to teach about computers and programming; (3) as a direct aid to the teaching/learning process; (4) in an administrative or managerial role; and (5) as a database. The third section discusses technical fac-tors, factors relating to the availability of software, attitudinal factors, and other factors affecting the attitudinal factors, and other factors affecting the educational use of computers. An annotated list of four references recommended for further reading is included. (MES)

IR 012 960 ED 289 493

Ellington, Henry
A Review of the Different Types of Instructional
Materials Available to Teachers and Lecturers.
Teaching and Learning in Higher Education, 10.
Scottish Central Institutions Committee for Educa-

Scottan Central institutions Committee for Educa-tional Development. Spons Agency—Robert Gordon's Inst. of Technol-ogy, Aberdeen (Scotland). Pub Date—87

Note—23p.; For related guides, see IR 012 951-952, IR 012 961-968.

Pub Type— Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Evaluative

(142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Audiovisual Aids, Educational Objectives, Flow Charts, Foreign Countries, Higher Education, \*Instructional Materials, Material Development, \*Media Selection, Teaching Methods, \*Visual Aids
Advice on the selection of suitable instruction materials to support the chosen method(s) of instruction is offered in this booklet. The first of four sections takes a brief look at the different roles that

sections takes a brief look at the different roles that sections takes a brief look at the different roles that instructional materials can play in the three main instructional modes-mass instruction, individualized learning, and group learning. The second section reviews seven different types of instructional materials, describing the main characteristics of the various members of each group: (1) printed and duplicated materials; (2) non-projected display materials; (3) still projected display materials; (4) audio materials; (5) linked audio and still visual materials; (6) cine and video materials and (7) computer mematerials; (5) linked audio and still visual materials; (6) cine and video materials; and (7) computer mediated materials. Factors to be considered when choosing materials for a specific instructional purpose are discussed in the third section, and the fourth looks at different possible ways of acquiring or producing materials of the required type. A flow chart for identifying possible materials for achieving specific objectives and a table summarizing characteristics of various types of materials are included, as well as an annotated list of booklets in this series that address the production of various types of meterials at address the production of various types of media. (MES)

IR 012 961

Ellington, Henry
How To Produce Printed and Duplicated Materials. Teaching and Learning in Higher Education,
11.

Scottish Central Institutions Committee for Educa-Scottish Central institutions committee for Educational Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—87

Note—25p.; For related guides, see IR 012 952 and

Pub Type— Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Evaluative

(142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Copyrights, Foreign Countries,
Higher Education, \*Instructional Design, \*Material Development, \*Printing, Production Techniques, \*Reprography, \*Teacher Developed Materials, Teaching Methods
Identifiers—\*Printed Materials
The first of three sections in this booklet reviews.

The first of three sections in this booklet reviews ways in which printed and duplicated materials can be used within the context of the three basic instrucbe used within the context of the three basic instruc-tional strategies, i.e., mass instruction, individual-ized learning, and group learning. The second section examines in detail the planning and design-ing of such materials for specific purposes, including discussions of the basic principles underlying the design of printed and duplicated materials, and the design of specific types of materials such as hand-outs, worksheets, individualized learning materials, and group learning materials. In the third section, the advantages and disadvantages of five processes by which materials can be mass produced are identi-fied, and guidance is offered on which method to use in any particular situation: (1) photocopying; (2) ned, and guidance is offered on which method to use in any particular situation: (1) photocopying; (2) hectographic duplication; (3) stencil duplication; (4) offset-lithographic printing; and (5) computer-aided printing. Copyright restrictions on multiple copying of documents are briefly noted, and an annotated list of six references recommended for further readlist of six references recording is included. (MES)

ED 289 495 IR 012 962 Ellington, Henry
How To Design Programmed Learning Materials.
Teaching and Learning in Higher Education, 12.
Scottish Central Institutions Committee for Educa

tional Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—87

Pub Date—87

Note—27p.; For a related guide, see IR 012 961.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Foreign Countries, Higher Education, "Material Development, "Production Techniques, "Programed Instruction, "Programed Instruction, "Programed Instructional Materials, Teacher Developed Materials

Identifiers—"Printed Materials, Skinner (B F)
A sequel to the booklet "How to Produce Printed
and Duplicated Materials," this booklet begins by
providing an overview of programmed learning.
This introduction shows how the field has developed since the work of B. F. Skinner in the 1950s
and explains what is generally meant by the term
"programmed learning" today. Guidelines for planning and writing textual programmed materials are
then presented, which deal in turn with all the various stages in the process: (1) determining the objectives; (2) choosing the content; (3) choosing a
suitable programming model; (4) designing the program; and (5) writing the individual frames. Part of
a typical programmed text is provided as an exam-\*Printed Materials, Skinner (B F) a typical programmed text is provided as an exam-ple, and a list of four annotated references recom-mended for further reading is included. (MES)

ED 289 496

Ellington. Henry
A Guide to the Use of Non-Projected Displays.
Teaching and Learning in Higher Education, 13.
Scottish Central Institutions Committee for Educa-

tional Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—87

Pub Date—5/ Note—25p.; For a related guide, see IR 012 960. Pub Type—Guides - Non-Classroom (055) — In formation Analyses (070) EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, Higher Education, "Material Development, "Production Techniques, "Teacher Developed Materials, "Teaching Methods, "Visual Aids A sequel to the booklet "A Review of the Different Types of Instructional Materials Available to Teachers and Lecturers," this booklet begins by looking at the potential role of non-projected displays in different instruction situations, i.e., mass instruction, individualized learning, and group learning. Four main classes of non-projected displays are then examined, and guidelines for producing each type of display are presented: (1)

chalkboard and markerboard displays; (2) adhesive displays such as feltboards, hook and loop boards, and magnetic boards; (3) flat display materials such as flipcharts, charts and wallcharts, and posters; and (4) three-dimensional display materials such as mo-biles, models, dioramas, and realia. Suggestions for using these materials are included and an annotated list of five items recommended for further reading is provided. (MES)

ED 289 497

IR 012 964

Ellington, Henry
A Guide to the Use of the Overhead Projector.
Teaching and Learning in Higher Education, 14.
Scottish Central Institutions Committee for Educational Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—87

Note—16p.; For a related guide, see IR 012 960.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Foreign Countries, Higher Education, \*Instructional Design, \*Material Development, \*Overhead Projectors, \*Production
Techniques, Teacher Developed Materials,
\*Teaching Methods, \*Transparencies
A sequel to the booklet "A Review of the Different Types of Instructional Materials Available to
Teachers and Lecturers, this booklet begins by discussing the main educational uses of the overhead
projector and its various strengths and weaknesses.
Basic guidelines for using the overhead projector
effectively are then offered, which include ways to
avoid some common problems. Finally, detailed
guidelines for designing and producing overhead avoid some common problems. Finally, detailed guidelines for designing and producing overhead projector software are provided which cover the foliowing topics: (1) the two basic forms of overhead projector software-the continuous roll and the single transparency-and their respective uses; (2) basic principles for designing overhead projector transparencies; (3) producing the transparencies by hand, with a typewriter, from opaque originals, or using a computer-based system; and (4) display techniques such as use of progressive disclosure, overlays, and animation. An annotated list of two items recommended for further reading is included. (MES)

ED 289 498

IR 012 965

Ellington, Henry How To Product How To Produce Audio Materials. Teaching and Learning in Higher Education, 15. Scottish Central Institutions Committee for Educa-

tional Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—87

Pub Date—87
Note—26p.; For a related guide, see IR 012 960.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiotape Recorders, \*Audiotape

Descriptors—Audiotape Recorders, \*Audiotape Recordings, Foreign Countries, Higher Educa-tion, \*Instructional Design, Language Laborato-ries, \*Material Development, Microphones, \*Teacher Developed Materials, \*Teaching Meth-

A sequel to the booklet "A Review of the Different Types of Instructional Materials Available to Teachers and Lecturers," this booklet begins by Teachers and Lecturers," this booklet begins by looking at how audio materials can be used in different types of instructional situations, i.e., mass instruction, individualized learning, and group learning. The basic principles of sound recording and editing are then presented, including: (1) how sound is recorded on audiotape; (2) the equipment needed for audiotape recording, such as various types of microphones and tape recorders; (3) different types of tape; (4) general rules for making a recording; (5) methods for editing tapes; and (6) producing duplicates and multiple copies of tapes. The booklet concludes by presenting guidelines for designing and producing audio materials for specific instructional purposes, which may be categorized as illustrative/background, expository, management elitems recommended for further reading is included. (MES)

ED 289 499

IR 012 966

Ellington, Henry How To Produce Linked Audio and Still Visual Materials. Teaching and Learning in Higher Education, 16. Scottish Central Institutions Committee for EducaSpons Agency—Robert Gordogy, Aberdeen (Scotland). Pub Date—87 Robert Gordon's Inst. of Technol-

Pub Date—87
Note—24p.; For a related guide, see IR 012 960.
Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/P01 Plus Postage.
Descriptors—\*Audiotape Recordings, \*Audiovisual Instruction, Foreign Countries, Higher Education, \*Material Development, Microscopes, \*Production Techniques, Realia, \*Teacher Developed Materials
A seguel to the bookles \*A Region of the Noveles

oped Materials
A sequel to the booklet "A Review of the Different Types of Instructional Materials Available to Teachers and Lecturers," this booklet begins by looking at the various ways in which linked audio and still visual materials can be used in different instructional situations, i.e., mass instruction, individualized learning, and group learning. Some of the most important types of systems are then examined, including systems that link audiotapes with textual materials, sequences of slides, or photographic prints, and such combinations as tape-model, tape-microscope, and tape-realia. The main uses of each of these systems are identified and guidelines tape-microscope, and tape-realia. The main uses each of these systems are identified and guideling each of these systems are identified and guidenmeare provided for the design and production of the various components. Samples from scripts for audiotapes designed for use with a workbook and with slides are included, as well as a model of the design and production process for a tape-slide program and an annotated list of four items recommended for further reading. (MES)

ED 289 500

How To Produce Video Materials. Teaching and Learning in Higher Education, 17. Scottish Central Institutions Committee for Educa-

tional Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—87

Pub Date—87
Note—19p.; For a related guide, see IR 012 960.
Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—\*Audiovisual Instruction, Foreign Countries, Higher Education, \*Material Development, \*Production Techniques, Teacher Developed Materials, Telecourses, Television Studios, \*Video Equipment, \*Videotage Recordings A sequel to the booklet "A Review of the Different Types of Instructional Materials Available to Teachers and Lecturers," this booklet begins by looking at ways in which video materials can be used in different instructional situations, i.e., mass looking at ways in which video materials can be used in different instructional situations, i.e., mass instruction, individualized learning, and group learning. The basic principles of television picture production and videorecording are then discussed, and the basic equipment needed to produce video materials is examined. Guidelines and techniques for planning and producing a video program conclude the booklet, and an annotated list of four items recommended for further reading is provided. (MES)

ED 289 501

IR 012 968

Ellington, Henry
How To Produce Computer-Based Learning Materials. Teaching and Learning in Higher Educa-Scottish Central Institutions Committee for Educa-

Scotts and Certain Institutions Committee for Educa-tional Development.

Spons Agency—Robert Gordon's Inst. of Technol-ogy, Aberdeen (Scotland).

Pub Date—87

ogy, Noesteen (Scotland).

Pub Date—87

Note—21p.; For related guides, see IR 012 959-960.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authoring Aids (Programing), \*Computer Assisted Instruction, Computer Managed Instruction, Computer Managed Instruction, Computer Simulation, \*Courseware, Foreign Countries, Higher Education, Instructional Design, \*Interactive Video, \*Material Development, \*Models, \*Production Techniques, Teacher Developed Materials, Teaching Methods A sequel to the booklet "How Computers Can Be Used in Education," this booklet begins by looking at ways in which computer-based learning (CBL) materials can be used in different types of instructional situations, i.e., mass instruction, individualtional situations, i.e., mass instruction, individual ized learning, and group learning. The design and production of four types of conventional CBL in-structional materials are then examined: (1) number

crunching (calculation) and data processing packages; (2) substitute tutor packages; (3) substitute laboratory packages; and (4) computer-managed learning packages. Guidelines for the production of interactive video materials conclude the booklet. Sample materials provided include an extract from a typical tutor-mode CBL dialog; models of drill and practice, tutorial, and simulation lessons; and a disease of the features of en interactive video water. gram of the features of an interactive video system. An annotated list of six items recomme further reading is included. (MES)

IR 012 969

Ellington, Henry
How To Design Educational Games and Simula-tions, Teaching and Learning in Higher Educa-Scottish Central Institutions Committee for Educa-

Scottan Central institutions Committee for Educa-tional Development. Spons Agency—Robert Gordon's Inst. of Technol-ogy, Aberdeen (Scotland). Pub Date—87

Note—19p.; For a related guide, see IR 012 958. Pub Type—Guides - Non-Classroom (055) — In-formation Analyses (070) EDRS Price - MF01/PC01 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, \*Educational Games, Foreign Countries, Higher Education, Instructional Design, \*Instructional Development, \*Material Development, Production Techniques, \*Simulation, \*Teacher Developed Materials
Identifiers—Board Games, Card Games, \*Printed Materials

A sequel to the booklet "How Games and Simula-ons Can Be Used in Tertiary Education," this tions Can Be Used in Tertiary Education," this booklet begins by looking at ways in which partici-pative exercises of the game/simulation/case study type can be used by teachers and trainers working in further and higher education. A process for the identification of a clearly-defined need for an exer-cise of this type is then outlined, followed by guide-lines for formulating the basic idea for a new exercise: (1) the choice of content; (2) the choice of format. e.g., a simple manual exercise, a card game. exercise: (1) the choice of content; (2) the choice of format, e.g., a simple manual exercise, a card game, a board game, or a computer-based exercise; (3) the choice of overall structure of the exercise, e.g., a linear, branching, radial, cyclic, interactive, or composite structure; and (4) how to use these structures in each of the different types of formats. There stages in the conversion of the basic idea into a viable educational package are also described, including deciding on the overall form of the package, producing a prototype, and field testing and revising the prototype package. Several alternative ways of making the exercise generally available are also suggested. Models of the various structures and the development process for prototype packages of each format are included, and two items recommended for further reading are listed. (MES) for further reading are listed. (MES)

ED 289 503 IR 012 970

Ellington. Henry
Student Assessment. Teaching and Learning in
Higher Education, 20.
Scottish Central Institutions Committee for Educa-

Scottan Central institutions Committee for Educa-tional Development. Spons Agency—Robert Gordon's Inst. of Technol-ogy, Aberdeen (Scotland). Pub Date—87

Pub Date—87
Note—21p.; For related guides, see IR 012 971-74.
Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—\*Academic Achievement, Criterion Referenced Tests, Foreign Countries, Higher Education, Norm Referenced Tests, Student Evaluation, "Test Construction, "Test Format Intended to provide a broad introduction to the subject of student assessment, this booklet begins by discussing the role of assessment in any systematic approach to course or curriculum design and explains the difference between assessment and evaluation. Four basic features of a good students. plains the difference between assessment and evalu-ation. Four basic features of a good student assessment procedure are then discussed, i.e., valid-ity, reliability, practicability, and fairness/useful-ness. The differences between criterion-referenced assessment and norm-referenced assessment are also explained, and guidelines for constructing a test or other form of assessment are presented. The booklet concludes with discussions of five methods commonly used to carry out student assessment in terms of their design characteristics, functions, and strengths and weaknesses: (1) traditional extended writing tests; (2) objective tests; (3) practical tests; (4) unobtrusive assessment; and (5) self and peer sessment. An annotated list of three items recom-nended for further reading is included. (MES)

ED 289 504 IR 012 971

Ellington, Henry
Objective Questions, Teaching and Learning in
Higher Education, 21.
Scottish Central Institutions Committee for Educa-

Scotts Central Institutions Committee for Educa-tional Development.

Spons Agency—Robert Gordon's Inst. of Technol-ogy, Aberdeen (Scotland).

Pub Date—87

Pun Date—87
Note—18p.; For a related guide, see IR 012 970.
Pub Type— Guides - Non-Classroom (055) — In formation Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.

formation Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Foreign Countries, Higher Education, "Instructional Material Evaluation, "Objective Tests, "Questioning Techniques, Scoring, "Test Construction, "Test Format, "Test Items The first of three sequels to the booklet "Student Assessment," this booklet begins by describing and providing examples of four different forms that objective questions can take: (1) conventional multiple choice questions; (2) true/false questions; (3) assertion/reason items; and (4) matching items. Guidance is offered on how to decide which type of question to use in a given situation, and on how to ance is offered on how to decide which type of question to use in a given situation, and on how to write objective questions of different types. Methods for evaluating objective questions are then discussed, including evaluation by a colleague or validation panel and quantitative evaluation. Advice on how to mark objective questions concludes the booklet. Three general references and three subject-based references for teachers of chemistry, physics, and mathematics are recommended for further reading. (MES)

IR 012 972

Ellington, Henry
Short Answer Questions. Teaching and Learning in
Higher Education, 22.
Scottish Central Institutions Committee for Educa-

Scottina Central institutions committee for Educa-tional Development. Spons Agency—Robert Gordon's Inst. of Technol-ogy, Aberdeen (Scotland). Pub Date—87

er reading. (MES)

ogy, Aberdeen (Scotland).

Pub Date—87

Note—14p.; For a related guide, see IR 012 970.

Pub Type—Guides · Non-Classroom (055) — Information Analyses (070)

EDRS Price · MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, Higher Education, Instructional Material Evaluation, \*Questioning Techniques, Scoring, \*Test Construction, \*Test Format, \*Test Items

Identifiers—\*Short Answer Tests

The second of three sequels to the booklet "Student Assessment," this booklet begins by describing and giving examples of three different forms that ahort-answer questions can take: (1) completion items; (2) unique-answer questions; and (3) open short-answer questions. Guidelines are then provided for deciding which type of question to use in a given situation, and the task of writing short-answer questions is broken down into three stages and swer questions is broken down into three stages and described in detail. Methods for the evaluation of described in detail. Methods for the evaluation of short-answer questions are also discussed, including evaluation by a colleague or validation panel and quantitative evaluation. Advice on how to mark short-answer questions concludes the booklet. Two general references and three subject-based refer-ences for teachers of chemistry, physics, and mathe-matics are listed. (MES)

IR 012 973 ED 289 506

Ellington, Henry
Essay-Type Questions, Teaching and Learning in
Higher Education, 23.
Scottish Central Institutions Committee for Educa-

tional Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—87

Pub Date—87
Note—15p.; For a related guide, see IR 012 970.
Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/POI Plus Postage.
Descriptors—\*Easay Tests, Foreign Countries,
Higher Education, Instructional Material Evaluation, "Questioning Techniques, Scoring, "Test
Construction, "Test Format, "Test Items
The third of three sequels to the booklet "Student
Assessment," this booklet begins by describing and
giving examples of three forms that essay-type questions can take: (1) unstructured-essay questions; (2)
structured-essay questions; and (3) short-notes

questions. Guidelines are then provided for decid-ing which type of question to use in a given situation and basic rules for writing essay-type questions are presented. Practical advice on how to evaluate and mark essay-type questions concludes the booklet. An annotated list of three items recommended for further reading is included. (MES)

ED 289 507

IR 012 974

Ellington, Henry
The Role of Evaluation in Course and Curriculum
Design, Teaching and Learning in Higher Education, 24.

Scottish Central Institutions Committee for Educa-

tional Development.

Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).

Pub Date—87 Note—16p.; For related guides, see IR 012 951 and IR 012 970.

Pub Date—87
Note—16p.; For related guides, see IR 012 951 and IR 012 970.
Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Curriculum Development, "Evaluation Methods, Foreign Countries, Formative Evaluation, Higher Education, Instructional Design, "Instructional Development, "Instructional Systems, Models, Systems Approach Identifiers—"Popper (Karl)
This booklet begins by examining the role played by evaluation in course and curriculum development, and then shows how the basic "error elimination" approach advocated by the philosopher Karl Popper can be used as a basis for the on-going evaluation of instructional systems. Next, two contrasting paradigms of evaluation are described, one that concentrates on measuring the outcomes of the instructional system (the agricultural/botanical or scientific approach) and one that pays more attention to what happens during the educational process it-self (the social/anthropological or illuminative approach). Finally, five diagnostic techniques commonity used as part of an evaluation strategy are reviewed and the respective uses, strengths, and weaknesses of each are discussed: (1) results from student assessment; (2) student questionnaires and interviews; (3) observation of the instructional system in progress; (4) feedback from teaching staff directly involved with the instructional system, Models of the systems approach dovocated by Popper are provided, as well as extracts from a Likert scale and a semantic differential scale taken from course evaluation questionnaires. An annotated list of three items recommended for further reading is included. (MES)

ED 289 508 IR 012 975

Ellington, Henry Some Hints on Some Hints on How To Study Effectively. Teaching and Learning in Higher Education, 25.
Scottish Central Institutions Committee for Educa-

ing and Learsing in Higher Education, 25.
Scottish Central Institutions Committee for Educational Development.
Spons Agency—Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
Pub Date—87
Note—23p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Assignments, \* Educational Resources, Foreign Countries, Higher Education, Learning Processes, \*Learning Strategies, Student Development, Student Responsibility, Student Role, Study Habits, \*Study Skills, \*Test Wiseness, \*Writing Skills
Designed to help students develop efficient and effective study skills, the first of five sections in this booklet discusses the student role, including the overall purpose of a course of study, the student's obligations and responsibilities, ways in which a student is expected to develop, and the importance of organization. The second section looks at the actual learning process, explaining how learning occurs and how to achieve effective learning. The various resources available to students are reviewed in the third section: (1) teaching staff; (2) teaching support staff (library staff, computer specialized, tearning resources (lecture notes, text-books); (6) libraries and the materials they contain; (7) laboratories, studios, self-study centers, and other specialized facilities; and (8) computer facilities and associated software. Ways in which students can profit from these resources are also

suggested. Focusing on course assignments, the fourth section shows how to prepare projects, reports, and essays in a systematic and professional manner. The final section shows how to prepare effectively for examinations and describes some test taking techniques. Four references on study methods and three on writing are recommended for further reading. (MES)

ED 289 509 IR 052 075

Simon, Hans-Reiner Paul, Frauke
Aus-und Fortbildung Beruf. Kurzinformationen
(Education and Training. A Short Guide).
Gesellschaft für Information und Dokumentation,
Frankfurt/Main (West Germany).

Pub Date., 2019

Gesellschaft fur Information und Dokumentation, Frankfurt/Main (West Germany).

Pub Date—86
Note—15p.; Paper presented at INFOBASE '86
(Frankfurt am Main, West Germany, 1986).

Language—German
Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Developed Nations, \*Electronic Publishing, \*Employment Qualifications, Foreign Countries, Higher Education, Information Science, Information Scientists, \*Job Development, Library Education, \*Professional Education, Technological Advancement Identifiers—\*Information Industry, \*Information Science Education, West Germany This guide provides brief descriptions of educational, training, and job development activities in the information industry in West Germany, including specific information on technical organizations, institutions of higher learning, and instructional materials, together with contact names and addresses. Special attention is given to new job qualifications caused by developments in electronic publishing. (EW)

ED 289 510 IR 052 076

Simon, Hans-Reiner
Das Buchwesen im Spannungsfeld der Neuen
Medien: Forschungs-, Lehr- und Berufsfelder
(Bookmaking in a Changing Field of New Media:
Research, Instruction and Professional

Pub Date-13 Feb 86

Pub Date—13 Feb 86

Note—40p.; Best copy available. Paper presented at the Informationspraktikum Institut fur Buchwesen der Universitat Mainz (Mainz, West Germany, February 13, 1986).

Language—English; German

Pub Type—Reference Materials - Bibliographies (131)—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Books, Curriculum Development, "Electronic Publishing, Foreign Countries, Higher Education, Online Searching, "Printing, "Publishing Industry, Research Design, Serials, "Technological Advancement

ment

Identifiers—\*Bookmaking, \*West Germany
Recognizing that jobs are changing quickly during
this second revolution of bookmaking and printing
and that students must become aware of the new
information technologies before they graduate, this
brief report written in German presents examples of
how to develop research and education in the study of books and printing using the most up-to-date methods, such as online information retrieval. The methods, such as online information retrieval. The two appendices that make up the major part of the document list additional English- and German-lan-guage publications on this topic and provide ab-stracts for each item written in the language of the original source. (EW)

ED 289 511 IR 052 077 ED 289 311
Yuan, Yu Yong
Der Computer Lernt Chinesisch. Benutzeranweisung far die Mehrisprachige Terminologiedatenbank MIDASTA CThe Computer
Learns Chinese: A User's Guide to the Multi-Language Terminology Database,

Gesellschaft fur Information und Dokumentation, Frankfurt/Main (West Germany).

Prankfurt/Main (West Germany).
Pub Date—86
Note—13p.; Paper presented at INFOBASE '86
(Frankfurt am Main, West Germany, 1986).
Language—German
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Chinese, Databases, Dictionaries,
\*English, \*German, Microcomputers, \*Online
Systems, \*Reprography, \*Vocabulary
Identifiers—\*MIDASTA
This brochure describes MIDASTA (Microcomputer gestutztes Datenverwaltungssystem fur Terminglogie Arbeit). A computerized puter gestutrtes Datenverwaltungssystem fur Ter-minologie Arbeit), a computerized Chinese-German-English, German-Chinese-English, and vice versa, dictionary of reprography ter-minology. It also provides information on the uses of the system and the necessary hardware and soft-ware, and briefly describes possible adaptations by the user. Also described is the updated version of MIDASTA, which includes definitions and syn-onyma sa well as the Chinese, English, and German terms. Four references are listed. (EW)

IR 052 078 ED 289 512

Simon, Hans-Reiner And Others Datenbanken in A Jamos, Hans-Reiner And Others Jateabanken in der Bundesrepublik Deutsch-land-Eine Ist-Analyse: Stand 1985, Teil 2: Das welweite Dateabankangebot-Versuch einer Sy-nopse. Stand 1985 (Part 1: Databases in West Germany: An Information Studies Analysis of the Status through 1985, Part 2: Worldwide Database Offerings: The Search for a Synopsis through 1985). Pub Date-Jun 86

Note—129p.; Paper presented at Gesellschaft fur Information und Dokumentation (Frankfurt am Main, West Germany, June 1986).

Language—German
Pub Type— Information Analyses (070) — Reports
- Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Business, Comparative Analysis,

\*Databases, Foreign Countries, Global Approach,
Information Dissemination, Information Science,

\*Natural Sciences, Online Systems
Identifiers—United States, \*West Germany

This trees to the second operation in designed to

Identifiers—United States, "West Germany
This two-part, general overview is designed to
provide students of information science with a fresh
look at the information market, especially database
development. In the first part, it is noted that the
generation of databases is most common in the
United States at the present time, while West Germany loays a minor role. The need for West Germany to make improvements in the field of business
databases is pointed out, although it is also noted
that the natural sciences have very applications. databases is pointed out, although it is also noted that the natural sciences have very sophisticated German databases. The second part explores the development of databases worldwide, providing information on country of origin, database subject area, and market volume. The first section of the text is supplemented with 17 tables, 12 figures, and a 33-item bibliography; and 7 tables, 11 figures, and a 36-item bibliography are included in the second section. (EW) section. (EW)

ED 289 513

IR 052 079 Simon, Hans-Reiner
Fortbildung im BID-Bereich der Offentlichen Verwaltung (Inservice Training for the Librarian-ship/Information/Documentation Field of Public Administration).

Pub Date-86 Note-46p.; In: Papers of the Federal Academy of Public Administration, v2 1986.

Public Administration, 1200.

Language—German

Pub Type— Opinion Papers (120) — Reports 
Evaluative (142) — Speeches/Meeting Papers (150)

(130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Foreign Countries, \*Information Services, Information Technology, \*Inservice Education, \*Libraries, Needs Assessment, Program Evaluation, \*Public Administration Identifiers—Information Management, West Ger-

many
The first portion of this report describes a study of
the relationship between inservice training requirements and training programs currently offered in
the field of librarianship, information, and documentation in the Federal Republic of Germany and
West Berlin. Data on inservice needs were mainly West Berlin. Data on inservice needs were mainly gathered from a study on training requirements in the information sector; and information on the training programs was obtained from data on inservice training programs supplied by regional groups as well a sample from the database "Quo Vadis." Particular attention is paid to the subject matter, participant profiles, and cost of these programs. Study results indicate a discrepancy between the supply of and demand for inservice training in many fields, and it is concluded that the gap must be filled

by purposeful and sustained educational measures. The second portion of the report provides an over-view of the current status of inservice training with respect to public administration; and, based on a list ervations about the information field com of observations about the information field com-piled by Reinermann, a list of objectives is devel-oped as a basis for training programs, emphasizing the focal areas of information technology and infor-mation management. A comparison of these objec-tives with the subject areas covered by the working program of the Federal Academy for Public Admin-stration of the Federal Ministry of the Interior indi-cates the presence of a high degree of congruence already in the first phase of implementation. The text is supplemented with 10 figures and 20 refer-ences are provided. (Author/EW)

ED 289 514

IR 052 08

Simon, Hans-Reiner
Fortbildungshedarf und Fortbildungsangebote im
Bereich: Bibliothekswesses, Information und
Dokumentation in der Bundesrepublik Deutschland und Berlin (West) (The Need for and
Availability of Further Education in the Librarianship/Information and Documentation Field in
West Germany and West Berlin),
Pub Date:—85

Note—549.

Language—German

Note—349. Language—German Pub Type—Reports - Research (143) EDRS Price - MF01/PC03 Plus Postage. Descriptors—"College Curriculum, Data Process-ing, "Educational Demand, "Educational Needs, and Descriptories Foreign Countries. Employment Opportunities, Foreign Countries, Higher Education, Information Retrieval, \*Infor-Higher Education, Information Retrieval, "Information Science, Librarians, "Library Education, Needs Assessment, Online Searching, Research and Development, Telecommunications Identifiers—"West Germany
This investigation into the availability of and demand for further educational measures in library and information science indicates that obvious dis-

crepancies exist, with demand exceeding availability in the following areas: EDP (electronic data processing) use; criteria for selection for EDP use; processing) use; criteria for selection for EDP use; online use, including retrieval and database supply; and the uses and effects of new media. It is noted that the continual development of new course offer-ings cannot eliminate these discrepancies; trends in-dicate an increase in the number of introductory courses being offered in areas such as EDP, long-distance data transmission, and new media, al-though introductory-level courses trainedly show no iong-distance data transmission, and new media, ai-though introductory-level courses typically show no high potential for demand. University and college training that integrates research and development (R&D) results into the curriculum are discussed, with attention also given to university and college graduates with specialized knowledge including EDP and new media, and job prospects for librari-ans. The text is supplemented with 12 tables and 11 figures, and a 10-item bibliography is provided. (KM))

ED 289 515 IR 052 081

Simon, Hans-Reiner
Die Informationsgewinnung im Rahmen der
"Bradford"schen Stresungsregel (Bradford's
Law) (The Gathering of Information within the
Framework of Bradford's Law).
Pub Date—Apr 86

Praisevork of brandow's Law).

Pub Date—Apr 36

Note—168p.; Paper presented at an internal seminar of Gesellschaft fur Information und Dokumentation (Frankfurt am Main, West Germany, April 1986).

Language—English; German

Pub Type—Collected Works - Serials (022) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Abstracting, Bibliographic Databases, Bibliographies, \*Bibliometrics, \*Classification, Indexing, \*Information Retrieval, Information Sources, \*Online Searching, \*Relevance (Information Retrieval), \*Search Strategies
Identifiers—\*Bradford Law of Scatter, Information Analysis

Analysis

Designed to provide students of information science with an introduction to British librarian Samuel Clement Bradford's 1934 findings about the uel Clement Bractord's 1934 indings about the scattering of information, this reader on Bradford's Law begins by discussing its use in calculating search procedures in printed bibliographies as well as in databases. The following additional materials are included in this collection: (1) a biography of Samuel Bradford; (2) bibliographies of works by and about Samuel Bradford; (3) articles by Samuel Brad-

ford, including "Sources of Information on Specific Subjects," "Note on the Scattering of Papers on Specific Subjects in Scientific Periodicals," and "Complete Documentation in Science and Technol-"Complete Documentation in Science and Technology," and a chapter on "The Documentary Chaos" from the book, "Documentation"; (4) "Distribution of Citations in Databases in a Multidisciplinary Field" (Carol Tenopir); (5) "Relevante Zeitschriften fur die Veterinarmedizin-Versuch einer Analyse anhand von funf Literatur-Datenbasen" ("Relevant Literature for Veterinary Medicine-An Analysis of Publications Found in Five Databasen") (Wolf D. Hoffmann and Jutta H. T. Klawiter-Pommer); and (6) "Bradford's Law and Libraries: Present Applications-Potential Promise" by M. Carl Drott, Jacqueline C. Mancall, and Belver C. Griffith. The text is supplemented with numerous graphs and charts, supplemented with numerous graphs and charts, and a 197-item bibliography is provided. (EW)

ED 289 516

IR 052 082

ED 289 516 IR 052 08
Simon, Hans-Reiner
InD-Praktika im Integrierten Studiengang "Bibliothekswesen/Information und Dokumentation";
Ein Erfahrungs- und Statusbericht (Practical
Work in Information and Documentation as Part
of an Integrated Course of Study in the Librarianship/Information and Documentation Field: A
Status and Practical Experience Report).
Pub Date—Nov 84
Note—55:: Paner presented at an internal semin

Note—55p.; Paper presented at an internal seminar at Gesellschaft für Information und Dokumenta-tion (Frankfurt am Main, West Germany, November 1984).

Vemore 1984).

Language—German

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Documentation, Educational Legislation, "Educational Quality, Foreign Countries,

Higher Education, "Information Science, "Library Education, Teacher Effectiveness, \*Technical Education

Identifiers—\*Gesellschaft fur Information und Dokumentation, Science Citation Index, \*West

Germany

This report begins by examining the educational legislation governing the special technical schools for librarianship and information and documentation in West Germany, with emphasis on the practi-cal approach implicit in the statutory requirements. The theoretically-grounded, practically-oriented program at the Gesellschaft fur Information und Dokumentation (GID) is then detailed as a model Loxumentation (GID) is then detailed as a model program for such schools. Three recently completed GID projects are described which involved online retrieval, experimental/descriptive depictions of the Science Citation Index, and bibliography of the information and documentation field. Recommendations for improving the teaching standards in these schools are also presented. The text is supplemented with seven tables and eight figures, and a 20-item bibliography is included. (EW)

ED 289 517 IR 052 227

Davis, H. Scott And Others
Using Video Projection for LUIS Instruction at
Indiana State University Libraries. Pub Date-Jul 86

Pub Date—Jul 86

Note—27p.; Paper presented at the NOTIS User's
Group Meeting (Evanston, IL, July 1986).
Pub Type—Guides - Non-Classroom (055) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Academic Libraries, Higher Education, Instructional Material Evaluation, "Library
Instruction, "Online Catalogs, "Projection Equipment, User Satisfaction (Information), "Videotable Recognines."

tape Recordings
Identifiers—\*Indiana State University, \*Library

User Information Service
This document presents the supporting materials packet used by three Indiana State University librarpacket used by three Indiana State University librarians during a presentation on the use of video projection for teaching students to use LUIS (Library User Information Service). The packet includes: (1) a list of the advantages and disadvantages of using video projection for instructional purposes; (2) a list of three other institutions using video projection technology; (3) a simplified schematic of the Indiana State University video projection system; (4) an evaluation instrument for gathering data on student and faculty reaction to the use of video projection and the evaluation results; (5) a listing of 10 resources for further reading on video projection; and (6) samples of instructional materials used in the Indiana State University online catalog instructional IR 052 233

Gose, Frank J.

Data Administration at a Regional University: A Pub Date-Oct 87

Note—22p.; Paper presented at the Annual Meeting of the Rocky Mountain Association for Institutional Research (Flagstaff, AZ, October 7-9,

Pub Type-Reports - Research (143) - Speeches/-

Pub 1ype—Reports - Research (143)—Specches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, Administra-tive Organization, Case Studies, \*College Admin-istration, Data Analysis, Database Management Systems, Higher Education, Information Processing, \*Occupational Information, Policy Forma-

Identifiers—Accuracy, \*Data Administration, Information Management, \*Northern Arizona Uni-

versity
Data administration (DA) is a position that has
emerged with the growth of information technologies. A review of DA literature confirms that, although DA is widely associated with database
management systems (DBMS), there is no standard
DA is description. DA teteffing and location within DA job description, DA staffing and location within the organization vary, and DA functions range in description from highly technical to highly adminis-trative. The Data Administration Office at Northtrative. The Data Administration Office at Northern Arizona University (NAU) provides an example of the evolution of DA. Established subsequent to the university's conversion to a new computer system in the fall of 1984, the office began as a one-person operation concerned primarily with data integrity and policy development. Now its activities include the documentation and standardization of procedures, policy development, and logical database design. Based on the NAU case study, it is possible to make generalized observations concerning the creation of DA subsequent to system installation; the bearing of organizational structure and politics on DA; public-sector commitment to data as a centralized resource; the relationship of data accountability to accuracy; successful DBMS implementation; and potential increases in DBMS data integrity problems. Sixteen references are provided, integrity problems. Sixteen references are provided, and draft copies of NAU Computer and Data-Related Policies and the NAU Data Access and Use Agreement are appended. (KM)

ED 289 519 IR 052 234 Anderson, Deborah J., Ed. Moore, John L., Ed. Education Journals and Newsletters, 1987-88. Re-

LINC Resources, Inc., Columbus, Ohio. Report No.—EJN-087 Pub Date—87

Note—173p. Available from-(auce-173).
(via) From—LINC Resources, Inc., 91 Vine St.,
Pawtucket, RI 02861 (\$20.00; diskette version -IBM or Apple, \$25.00; diskette and paper copy combined, \$35.00).

Pub Type-Reference Materials - Directories/Cat-

alogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Early Childhood Education, \*Educa-tion, Educational Media, Educational Technol-ogy, Instructional Materials, \*Periodicals, ogy, Instructional Materials, Rehabilitation Programs, Special Education, Vocational Education

Compiled for educators, product developers, re-searchers, librarians, publishers, consultants, and others interested in the educational field, this direcothers interested in the educational field, this direc-tory lists 412 periodicals covering education and related topics such as special education, educational technologies, educational media and materials, early childhood development, rehabilitation ser-vices, and vocational training. The directory is not intended to be an exhaustive compilation of educa-tional journals and newaletters, but rather is detional journals and newaletters, but rather is designed to be a comprehensive listing of the most influential education periodicals as well as those that LINC has found to be consistently useful and informative. Following a brief preface and an introduction to LINC, periodicals are listed in alphabetical order. Each entry includes (where provided by the publisher) the periodical name, publisher address and telephone number, a brief description of the editorial content, subscription information, and contact name. A subject index is also provided. (The directory is available on diskette for Apple and IBM microomputers.) (Author / KM) microcmputers.) (Author/KM)

IR 052 235 ED 289 520

ED 207 520:
Evans, John Park, Betsy
Information Retrieval Center: A Proposal for the
Implementation of CD-ROM Database Technology at Memphis State University Libraries.
Memphis State Univ., Tenn. J. W. Brister Library. Pub Date-Sep 87

Note—31p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Academic Libraries, Bibliographic Descriptors—"Academic Libraries, Biolographic Databases, Costs, Higher Education, Library Automation, "Library Equipment, Library Facilities, "Library Planning, Library Services, "Optical Data Diaks, Program Proposals, "Reference Services, Specifications Identifiers—"Memphis State University TN,

•Workstations

This planning proposal recommends that Memphis State University Libraries make information on CD-ROM (compact disc-read only memory) available in the Reference Department by establishing an Information Retrieval Center (IRC). Following a information Retureal Center (IRC). Following a brief introduction and statement of purpose, the li-brary's databases, users, staffing, facilities, and equipment are discussed; three recommendations for the installation of CD-ROM stations are pres-ented; and eight CD-ROM-format databases recommended for acquisition during the initial phase of IRC implementation are described, including annual subscription costs. Presented next are a consideration eration of database selection and workstation allocation which includes a table depicting workstaand another interests a table depicting worksta-tion allocation and use, and a tabular presentation of workstation configurations which covers the quan-tity, description, and cost of workstation equipment, dems, furniture, and electrical power equipment. Finally, site preparation specifications are presented for walls, electrical power, lighting, HVAC (heating, ventilating, and air conditioning), library computer system data cables, and telephone service. An illustration of a microcomputer power source and a library floor plan are included, and a 60-item bibliography is provided. (Author/KM)

IR 052 236

Ming, Marilyn MacDonald, Gary A Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta, Phase Four. Final Summative

Grant MacEwan Community Coll., Edmonton (Alberta).; Southern Alberta Inst. of Technology, Calgary.

Caigary.

Spons Agency—Alberta Dept. of Advanced Education, Calgary.

Pub Date—Oct 87.

Note—149p; For prior reports, see ED 257 466,
ED 265 869 and ED 272 210.

Pub Type— Reports - Research (143) — Tests/ Questionnaires (160) EDRS Price - MF01/PC06 Plus Postage.

DRS Price - MPOI/PCOS Pins Postage.

Descriptors - Cooperative Programs, Cost Effectiveness, Curriculum Development, Delivery Systems, Demography, Developed Nations, \*Distance Education, Foreign Countries, \*Job Training, \*Library Personnel, Library Services, Library Statistics, Public Libraries, Questionaires, \*Publ. Acces. School Libraries. Library Statistics, Public Libraries naires, \*Rural Areas, School Libraries

Identifiers-\*Alberta

The purpose of the Rural Library Training Project was to design, implement, and evaluate a basic training curriculum for the staff of rural libraries in Alberta, Canada. This Phase Four Summative Report berta, Canada. This Phase Four Summative Report describes project activities carried out from April 1, 1986 through June 30, 1987. These activities in-cluded the completion of the field test, the develop-ment and revision of courses, and the development and test of a province-wide delivery system. This report, which includes the overall evaluation of the project, provides data on both pilot and prov-ince-wide students; an evaluation of the impact of the program upon library service, based on re-sponses from both the students and their employers; an analysis of course delivery costs; and a de tion of the province-wide network used to deliver the courses during the 1986-87 academic year. The the courses during the 1986-87 academic year. The external evaluator's summative report is included at the end of the report. Appendices, which constitute about half the document, include student profile data; 1986-87 course evaluation data; student and supervisor pilot test evaluation forms; student and pilot test evaluation data; fall 1986, winter 1987, and projected delivery costs; and a table depicting the ODEA (Organizing Distance Education Alternatives) Mode Filter model. (Author/KM)

ED 289 522

IR 052 241
A Long Range Program for Library Development in Vermont. FY88-FY92. Revised.
Vermont State Dept. of Libraries, Montpelier.
Pub Date—Oct 87
Note—92p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Information Services, Depository Libraries, Disabilities, Facility Improvement, Institutionalized Persons, Interlibrary Loans, \*Library Cooperation, \*Library Planning, Library Role, \*Library Services, \*Library Standards, Limited English Speaking, Literacy Education, Long Range Planning, Older Adults, Public Libraries, \*Shared Resources and Services Identifiers—"Library Services and Construction Act, OCLC, \*Vermont

Act, OCLC, \*Vermont

Identifiers—\*Library Services and Construction Act, OCLC, \*Vermont
This comprehensive plan for library development in Vermont over a five year period is the result of extensive consultation with professionals in the field, the State Advisory Council on Libraries, and the U.S. Department of Education. Focusing on the role of the Vermont Department of Libraries as the implementor of the long range program of improvement under the auspices of the Library Services and Construction Act (LSCA), this report has been divided into three categories—Titles I, II, and III. Title I includes 12 aspects: (1) public library areas with inadequate service; (3) services to the disadvantaged (culturally, socially, economically, and educationally); (4) services to the visually and physically handicapped; (5) institutional program; (6) strengthening the state administrative agency; (7) services to the elicity; (8) literacy programs; (9) community information and referral centers; (10) services to the limited English speaking; (11) LSCA administration; and (12) services to urban libraries. Information provided on Title III (dictilities) and Title III (inciribrary cooperation and resource sharing) activities include the assessed need, goals and objectives, policies, proceation and resource sharing) activities include the assessed need, goals and objectives, policies, procedures, priorities, criteria for evaluating project proposals, and evaluation procedures for funded projects. Minimum standards for Vermont public raries are appended. (CGD)

ED 289 523 A Maricopa County Library Plan. 1987 Revision Maricopa County Library Council, Meza, AZ. Pub Date—87 Note-46p.

Note—46p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Libraries, Elementary Secondary Education, Government Role, Higher Education, Information Needs, Interlibrary Loans, Library Collection Development, "Library Cooperation, Library Education, 'Library Planning, Library Services, "Needs Assessment, "Objectives, "Profiles, "Public Libraries, School Libraries, Special Libraries

Profites, Prubic Libraries, School Libraries, Special Libraries
Identifiers—Arizona (Maricopa County), Library
Development, OCLC
Compiled by the Maricopa County Library Council, Inc., a countywide library planning body made
up of representatives of the various sizes and types
of libraries in Maricopa County, Arizona, this planning document describes the current level of development in the county's public libraries and presents
recommended development goals for college, university, special, elementary, and secondary school
libraries in the county. A number of difficulties associated with coordinated, cooperative planning efforts in a large, fast-growing area such as Maricopa
County are discussed, and use of OCLC for collection development and interlibrary lending and borrowing is recommended to facilitate cooperation
among libraries. In addition to statements of goals
and objectives, this report includes an executive among libraries. In addition to statements of goals and objectives, this report includes an executive summary; background information on the community and its libraries; five charts/maps showing the geography of the county and various factors related to libraries; profiles of individual libraries of each type represented in the county; and a report on an assessment of the current status of library services and resources in the county, including levels of publications. and resources in the county, including levels of pulic library service, growth, governmental chang interlibrary cooperation, and library education

IR 052 243 ED 289 524 Salary Survey Results, 1987.

Vermont State Dept. of Libraries, Montpelier.
Pub Date—Oct 87
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF0L/PC01 Pins Postage.
Descriptors—Academic Libraries, Elementary Secondary Education, \*Employment Qualifications, \*Fringe Benefits, Higher Education, Institutional Libraries, \*Library Personnel, Library Surveys, \*Occupational Information, Public Libraries, Questionnaires, \*Salaries, School Libraries, Special Libraries, Tables (Data)
Identifiers—\*Vermont
Based on a survey conducted by the Vermont De-

Identifiers— Vermont
Based on a survey conducted by the Vermont Department of Libraries during the summer of 1987, this document reports the salaries paid library directors, librarians holding M.L.S. degrees, and support and custodial staff members in the state's libraries. Questionnaires were sent to all the public, academic, special, institutional, and school libraries listed in the Vermont Library Directory, and the data reported here were received from 161 of the listed in the Vermont Library Directory, and the data reported here were received from 161 of the libraries (44%). The report also includes information on minimum qualifications for library directors, fringe benefits currently offered, and the number of libraries having formal job descriptions and personnel policies. A discussion of some of the factors to be considered in determining what to pay in public libraries concludes the report. (CGD)

IR 052 244 ED 289 525

Forman, Kathleen
Performance Evaluation in Reference Services in
ARL Libraries, SPEC Kit 139.
Association of Research Libraries, Washington,
D.C. Office of Management Studies.

Pub Date—Dec 87
Note—103p.
Available from—Association of Research Libraries, Office of Management Studies, 1527 New Hamp-shire Ave., NW, Washington, DC 20036 (\$20.00

smire Ave., Nw, washington, DC 20030 (\$20.00 per copy; subscriptions are available).

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—\*Academic Libraries, Computer Net-works, Databases, \*Evaluation Methods, Higher Education, Library Automation, \*Library In-struction, Library Services, Library Surveys, \*Measurement Techniques, Online Searching, Performance, Questionnaires, \*Reference Ser-vices, \*Research Libraries

This System and Procedures, Suchange, Center.

vices, \*Research Libraries
This System and Procedures Exchange Center
(SPEC) flyer/kit is based on two research efforts: a
1986 SPEC survey on the collection and use of management statistics related to reference services, and agement statistics related to reference services, and a 1987 supplemental survey on qualitative measures of reference services. A brief introduction describes the survey and discusses the evaluation of general reference services, reference desk service, online database search services, and bibliographic instruction. Trends and issues in reference service evaluation are also briefly discussed. The major part of this kit is a collection of relevant materials submitted by respondents to the service. (1) volicies and services and services and services and services and services are services. axt is a collection of relevant materials submitted by respondents to the survey: (1) policies and standards for overall reference services (University of Michigan, New York University, and George Washington University); (2) evaluation forms and survey results for reference desk service evaluation (University of Arizona and the University of Georgia); (3) evaluation recordings forms and received. (University of Arizona and the University of Georgia); (3) evaluation procedures, forms, and reports from online database search services (University of Georgia and the University of Michigan); and (4) procedures, questionnaires, and survey results for bibliographic instruction (University of Georgia, Pennsylvania State University, Indiana University, and the University of California at Santa Barbara). A selected reading list is also provided. (CGD)

IR 052 245

Crews, Kenneth D.
University Copyright Policies in ARI. Libraries.
SPEC Kit 138.

ssociation of Research Libraries, Washington, D.C. Office of Management Studies.

D.C. Office of Management Studies.
Pub Date—Oct 87
Note—137p.; For a SPEC Kit focusing more narrowly on library concerns, see ED 242 338.
Available from—Association of Research Libraries,
Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 (\$20.00 per copy; subscriptions are available).
Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—"Academic Libraries, Computer Software, "Copyrights, Higher Education, "Legal Problems, "Legal Responsibility, Library Surveys, Ownership, "Policy, Reprography, "Research Libraries."

braries

The product of a detailed study of university copyright policies in Association of Research (ARL) Libraries, this System and Procedures Exchange Center (SPEC) flyer/kit approaches copyrights and assemble policies from the viswpoint. change Center (SPEC) liver/kit approaches copy-right use and ownership policies from the viewpoint of university administrations as well as libraries. A brief introduction discusses policies on use and ownership of materials, the scope of this study, and issues to be considered when developing university policies. The major part of this kit is a collection of policies. The major part of this kit is a collection of topically-arranged groupings of unedited primary source documents submitted by respondents to the survey, including: (1) introductory brochures (University of Colorado and University of California at Davis); (2) comprehensive or general copyright policies (Indiana University, University of Massachusetts, Brigham Young University, and University of Utah, Stanford University, and University of Rochester); (4) general ownership policies (Texas A&M University of Washington); and (5) ownership policies for specific materials (University of Delaware and University of Missacuri). These materials address such issues as the definition of objectives of a copyright policy, interests of the institutions with respect to copyright agests of the institutions with respect to copyright agests of the institutions with respect to copyright ages souri). The ests of the institutions with respect to copyright ap-plications, and development and implementation of a copyright policy by an institution. A selected read-ing list of 19 items is also provided. (CGD)

IR 052 254 ED 289 527

Holt, Joan S. Library Workbook, Introducing LUIS (Library User Information Service), Revised. Saint Louis Community Coll. at Florissant Valley,

Pub Date-Aug 87

Pub Date—Aug 87
Note—32p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Academic Libraries, Library Facilities, Library Guides, \*Library Instruction, Library Materials, Library Services, \*Online Catalogs, Orientation Materials, Workbooks
Identifiers—\*Library User Information Service
This workbook provides an introduction to the library of \$5 \tau\_{\text{constant}}\$ Community College at Florissant Valley and its online catalog system, LUIS (Library User Information Service). A description of
the arrangement of the library is followed by instructions for using the online catalog, including
searching by author, title, or subject, and information on: (1) how to locate books and nonprint material on the shelf; (2) the reference collection; (3) use
of periodical articles and how to locate them; (4) rai on the snet; (2) the reterence collection; (3) use of periodical articles and how to locate tenm; (4) how to locate and use newspaper articles; (5) the vertical file; (6) reserve materials; (7) circulation regulations; (8) the Career Information Center; and (9) reference services. Library floor plans, sample LUIS screens, and examples of index entries supplement the text. Workbook exercises designed to help develop skills in using the library's resources are also provided. (KM)

## JC

ED 289 528 JC 870 176 McNett, Ian

The Development Triangle: Community College Assistance for Economic Growth. Educa-tion-Economic Development Series, 6. Northeast-Midwest Inst., Washington, DC. Center for Regional Policy.

Spons Agency—American Can Co. Foundation, Greenwich, CT.

Greenwich, CT.
Pub Date—80.
Note—41p.
Available from—Northeast-Midwest Institute, The
Center for Regional Policy, 218 D Street, S.E.,
Washington, DC 20003 (\$8.00, plus \$2.00 postage per order).
Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MP0L/PO2 Plus Postage.
Descriptors—Business Education, \*College Role,
\*Community Colleges, \*Economic Development,

Entrepreneurship, \*Job Training, \*Labor Force Development, \*School Business Relationship, Small Businesses, Trade and Industrial Education, Two Year Colleges
Designed for public policy makers and their counterparts in businesses and education, this monograph focuses on the role of community colleges in the economic development process. This study shows two-year community, junior, and technical colleges can play a greater active role in this process than ever before. Section 1 argues that economic development requires the time, resources, and efforts of over centre. Section 1 argues that economic devel-opment requires the time, resources, and efforts of private-sector businesses and financiers, public and private economic development agencies and groups, and colleges and professional associations. This sec-tion also looks at the economic development capa-bilities of true ways colleges. After recommending tion also looks at the economic development capa-bilities of two-year colleges. After recommending that community colleges be made early and active partners in the strategic planning process, section 2 considers the community college's role in develop-ing, marketing, and implementing an economic de-velopment plan. Section 3 offers examples of two-year colleges providing "one-stop assistance" for business through, for example, entrepreneurship and technical training, business assistance centers, small business centers, other small business help, foreign trade, and contract procurement. Section 4 briefly describes ways in which two-year colleges can help business and industry to incorporate new briefly describes ways in which two-year colleges can help business and industry to incorporate new technologies into their operations through training, applied research, education, and demonstrations. Section 5 discusses the role of two-year colleges in occupational skills training, pointing to North and South Carolina's examples of statewide industrial South Carolina's examples of statewise industrial training efforts; innovative funding approaches used in other states; and the role of the Job Training Partnership Act. Sections 2 through 5 conclude with recommendations for development agencies, college administrators, and business leaders. Finally, section 6 outlines the benefits for all participants in the economic development process. (UCM)

ED 289 529 Application and Enrollment Patterns of Transfe Students, Fall 1986,

State Univ. of New York, Albany. Central Staff Of-fice of Institutional Research.

Report No.—SUNY-OIR-6-87

Report No.—SUNY-OIR-6-87
Pub Date—Sep 87
Note—S86p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF03/PC24 Plus Postage.
Descriptors—Associate Degrees, \*College Applicants, \*College Transfer Students, Community Colleges, Educational Mobility, \*Earoliment Trends, Higher Education, in State Students, Out of State Students, Private Colleges, School Statistics, \*State Universities, Tables (Data), Two Year Colleges, \*Two Year College Students, Undergraduate Students

graduate Students
Identifiers—\*New York

Data are presented on the application and enroll-ment patterns of undergraduate transfer students to the State University of New York (SUNY). The the State University of New York (SUNY). The basic statistics show the relation of the transfer students' prior institution, current SUNY institution, and entry level, by individual institution, institutional type, and coordinating area. Following an introduction, which includes definitions, an overview of study methodology, and highlighted findings, part I presents institutional summary tables showing headcounts and percent distributions for senior colleges, university centers, university colleges, health leges, university centers, university colleges, health leges, university centers, university colleges, health science centers, specialized colleges, statutory colleges, two-year colleges, agricultural and technical colleges, and community colleges. Part II provides regional summaries for the system's coordinating areas. Part III contains data on the location and type of institution attended prior to transfer for all transfer students and full-time transfers. Parts IV, V, and VI provide information about transfer students from other SILIVI institutions, other New York instituother SUNY institutions, other New York institu-tions, and transfer students from out of New York State. In part VII, reports look at trends with respect to full-time undergraduate credit course transfer students; enrollment of first-time, transfer, continuing, and returning students; transfers by associate degree granted; and full-time students by level and institution type. (EJV)

ED 289 530 JC 870 437 AB 1725 Employment Issues: Analysis. California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date-Oct 87

Note-84p.; Agenda addendum for a meeting of the

Board of Governors of the California Community Colleges (Santa Monica, CA, October 29-30, 1987).

Pub Type— Legal/Legislative/Regulatory Materials (090)

als (090)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—Administrator Evaluation, \*Administrator Qualifications, Affirmative Action, Collectrator Qualifications, Community Colleges, trator Qualifications, Affirmative Action, Colleges, Educational Legislation, \*Employment Practices, Faculty Development, Faculty Evaluation, \*Personnel Policy, State Legislation, State Standarda, \*Statewide Planning, Teacher Dismissal, \*Teacher Qualifications, Tenure, Two Year Col-

tifiers-\*California

leges
Idea This analysis of the employment issues covered in California Assembly Bill (AB) 1725 includes general background information, relevant recommendations by the Commission for the Review of the Master Plan for Higher Education, the fundamental positions of the Board of Governors of the California Community Colleges, and a discussion of seven employment issues. Each issue is considered in terms of present law and practice, relevant provisions of AB 1725, and specific comments concerning the provisions. The seven issues are: (1) minimum qualifications for faculty and administrators, including provisions for the abolition of credentials and "grandfathering"; for the substance, establishment, and change of the qualifications; for waiving the qualifications, and for auditing and accountability; (2) hiring and affirmative action, including intent language on hiring criteria; (3) evaluation, including recognition of both peer review and collective bargaining; (4) tenure, including language on the length of the probationary period, required notice, and terminal year; the bachelor's degree requirement; and grievance and hearing ights; (5) layoff and reassignment; (6) staff development, including language creating development funds; and (7) collective bargaining. (BJV)

ED 289 531

JC 870 444

Ampetency-Based Adult High School Curriculum Project.

Brevard Community Coll., Cocoa, Fla.

Spons Agency—Florida State Dept. of Education,
Tallahassee. Bureau of Adult/Community Educa-

lote-64p.; For related documents, see ED 257 972, ED 270 165, ED 270 166, JC 870 445, and

Available from—Dean, Adult/Community Educa-tion, Brevard Community College, Open Campus, 1519 Clearlake Road, Cocoa, FL 32922 (\$4.00). Pub Type—Guides - Classroom - Teacher (052)— Guides - Non-Classroom (0552) s - Non-Classroom (055) — Reports - Descriptive (141) EDRS Price - MF01 Plus Postage, PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Adult Education, \*Classroom Techniques, Community Colleges, \*Community Education, \*Competency Based Education, \*High School Equivalency Programs, Individual Instruction, Instructional Materials, Program Guides, \*Teacher Education, Testing, Two Year Colleges This compilation of program materials serves as an introduction to and overview of Florida's Breward Community College's (BCC's) Competency-Based Adult High School Completion Project, which was conducted to teach administrantors, counselors, and teachers how to organize and tency-Based Adult High School Completion Project, which was conducted to teach administrators, counselors, and teachers how to organize and implement a competency-based adult education (CBAE) program; to critique and disseminate locally developed CBAE curriculs for high school completion based on state curriculum frameworks and performance standards; and to develop and instruct teachers in the use of a training manual for CBAE classroom management. Following introductory comments, the project overview focuses on: (1) the need for the project; (2) major activities; (3) objectives; (4) current status of project activities; (3) objectives; (4) current status of project activities; (3) highlights of the Brevard Community College experience; (6) the development of the CBAE curriculum; (8) instructions to users of the CBAE module users; (7) the CBAE high school completion curriculum; (8) instructions to users of the CBAE module users; (9) promotional materials for project events; (10) a letter of agreement clarifying the relationship between school districts and the project; (11) instructions for creating an effective module; (12) sample Student Learning Guides; and (13) introductory material from other project publications. (UCM)

JC 870 445 ED 289 532 ompetency-Based Adult Education: Florida
Model. Singer, Eliza

Brevard Community Coll., Cocoa, Fla.
Spons Agency—Florida State Dept. of Education,
Tallahassee. Bureau of Adult/Community Educa-

Pub Date-87

Note-75p.; For related documents, see ED 257 972, ED 270 165, ED 270 166, JC 870 444, and

Available from—Dean, Adult/Community Educa-tion, Brevard Community College, Open Campus, 1519 Clearlake Road, Cocos, FL 32922 (\$4.00). Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Reports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—\*Adult Basic Education, \*Adult Edu-cation, \*Classroom Techniques, Community Col-leges, Community Education, \*Competency Based Education, \*High School Equivalency Pro-grams, Individual Instruction, Instructional Mate-rials, Program Guides, \*Teacher Education, Testing, Two Year Colleges.

This compilation of Program materials serves as

This compilation of program materials serves as an introduction to Florids's Brevard Community College's (BCC's) Competency-Based Adult High School Completion Project, a multi-year project designed to teach adult administrators, counselors, and teachers how to organize and implements a company of the program of the control of the cont signed to teach adult administrators, counseiors, and teachers how to organize and implement a competency-based adult education (CBAE) program; to critique and disseminate locally developed CBAE curricula for high school completion based on state curriculum frameworks and performance standards; and to develop and instruct teachers in the use of a training manual for CBAE classroom management. The compilistion includes the following: (1) program training manual for CBAE classroom management. The compilation includes the following: (1) program objectives for levels I (grades 0-4.9) and II (grades 5-8); (2) instructions for teachers on using the Level II learning guides effectively; (3) an outline of the student progression plan for Level II; (4) a blank CBAE competency mastery chart; (5) informational materials designed to clarify the relationship between community colleges and the CBAE High School Curriculum Project; (6) a list of exemplary programs at BCC; (7) sample sections focusing on common illnesses from a health course student learning guide and sections on notation from a common interest from a neath course student learning guide and sections on notation from a mathematics learning guide; and (8) the Florida State Department of Education's "Adult Education Program Course Standards: Adult Basic Education." (AYC)

JC 870 448 ED 289 533

Singer, Elizabeth Singer, Elizabeth
Competency-Based Adult Education Classroom
Management Guide for Adult Basic Education
Curriculum (Level II, 5-8).
Brevard Community Coll., Cocos, Fla.
Spons Agency—Florida State Dept. of Education,
Tallahassee. Bureau of Adult/Community Educa-

Pub Date-86

Note-75p.; For related documents, see ED 257 972, ED 270 165, ED 270 166, and JC 870 445

Available from -Dean, Adult/Community Educa-Available from Dean, Adult/Comminity Educa-tion, Breward Community College, Open Campus, 1519 Clearlake Road, Cocoa, FL 32922 (\$3.00), Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage, PC Not Avail-

EDRS Price - MP01 Plus Postage, PC Not Avail-able from EDRS.

Descriptors—\*Adult Basic Education, Attendance Records, \*Classroom Techniques, Community Colleges, Community Education, \*Competency Based Education, Individual Instruction, Program

Based Education, Individual Instruction, Program Guides, Recordkeeping, "Teacher Education, Teaching Methods, Testing, Two Year Colleges This Competency-Based Adult Basic Education (CBABE) Classroom Management Guide was developed to aid the Adult Basic Education (ABE) facilitator in implementing a model CBABE Level 5-8 curriculum. First, introductory material provides background on the CBABE project at Brevard Community College (Florida) and the rationale for the development of the training guide. Next, the guide explains the characteristics of CBABE and reasons for its use, presenting it as an efficient and effective response to the need for individualized instruction of adult learners, and a solution to the problems created by open entry/open exit pro-

grams. The next section explains how the CBABE materials prepared for the Florida Adult Basic Education Program are organized, including an overview of the learning guide format. Next, information on using the materials is provided, including a discussion of ways of adapting the materials to individual needs, management guidelines, a review of local options, and an outline of the recommended process for implementing the curriculum. The final section examines issues related to facilitator-student interactions. Appendices provide a sample CBABE Student Learning Guide, a Competency Mastery Chart, and CBABE Testing forms, student information sheets, a sample learning contract, and a Level 5-8 Student Progression Plan. A resource guide for CBABE Subject Areas is also included. (UCM)

ED 289 534 JC 870 486 Rinnander, Elizabeth Spinelli, Maria-Lydia The Limited English Speaking Program: Final

Report.

Los Angeles Pierce Coll., Woodland Hills, Calif.

Spons Agency—California Community Colleges,
Sacramento. Office of the Chancellor.

Pub Date—21 Oct 87

Note—11p.; An EOPS Special Project funded under Title V, Extended Opportunity Programs and
Services. For a related document, see ED 288

470

Services. For a related document, see ED 288 579.

Pub Type— Reports - Descriptive (141) EDRS Price - MP01/PCD1 Plus Postage.

Descriptors—Adult Learning, Community Colleges, Cultural Awareness, English (Second Language). Individualized Instruction, \*Language Skills, \*Language Tests, Oral Language, Program Descriptions, \*Second Language, Program, Second Language Learning, Testing, \*Tutorial Programs, Two Year Colleges

Los Angeles Pierce College (LAPC) serves many Extended Opportunity Programs and Services (EOPS) students, most of them refugees, for whom English is a second language. In the past, LAPC provided limited English tutoring based on a conversational approach to supplement the more academically oriented ESL instruction available on campus. In response to student dissatisfaction with the conversational approach, greater structure and focus was given to the tutoring sessions. The structured approach revealed severe and unusual asymmetries between different areas of competence that often inhibited further student progress. LAPC's responses included the development of a professional tutoring team approach and the creation of a diagnostic instrument (i.e., the EOPS English Skills Survey) to identify areas of linguistic strength and weakness. The EOPS English Skills Survey, which vey) to identify areas of linguistic strength and weakness. The EOPS English Skills Survey, which asks students to complete a series of tasks to meaasks students to complete a series of tasks to mea-sure skills in listening comprehension, oral produc-tion, reading comprehension and vocabulary, grammatical structure and usage, and written ex-pression, results in a descriptive profile of student skills for the design of a personalized program of tutoring activities. (EJV)

ED 289 535 JC 870 495 Rotman, Jack W.
The LCC Developmental Math Lah: An Evaluative

Review. Pub Date—1 Nov 87

Review.
Pub Date—1 Nov 87
Note—16p.; Paper presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (Kansas City, MO, October 28-November 1, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—Community Colleges, "Computer Managed Instruction, Educational Testing, "Mathematics Curriculum, Mathematics Tests, Program Descriptions, Program Evaluation, "Remedial Mathematics, Two Year Colleges Identifiers—"Lansing Community College (L°CC) Math Lab offers two arithmetic and two developmental algebra courses and provides a placement and proficiency testing program for the mathematics department and for other selected departments in the college. Students who participate in Math Lab courses: (1) take a placement test and/or have a placement interview with a lab instructor to settle on which course to take; (2) complete the course handout exercises, review them with a lab instructor to, and receive first practice test; (3) begin work in textbook using study guides or assignment tables; (4) attend weekly lecture if enrolled in one; (5) come to lab instructor for help on materials or prob-

lems as needed; (6) review for and take self-adminis-tered practice test; (7) when ready, request the post-test and take it in the Math Lab testing area; (8) move on to next test if post-test score is at least 75%, move on to next test if post-test score is at least 75%, or complete review assignments if score is lower; and (9) receive final grade. Information about all test results is entered into a computer-managed instruction (CMI) system. The CMI facilitates formative evaluations of course design and curricula, and the tracking of student success rates by student characteristics and placement test scores, and of course evaluations. Fourteen graphs displaying evaluation data are presented. The paper concludes with some brief comments on the networks and resources that seem to be available to professionals in developmental mathematics education. (EJV)

Montesi, Sue Sullivan, Judy
Counseling Functions: Perceptions Survey, Michigan Community/Junior Colleges,
Pub Date—[86]
Note—186

Note-11p.

Note-11p.

Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Counseling
Services, Counselor Evaluation, \*Counselor Performance, \*Counselor Role, School Surveys, State
Surveys, Two Year Colleges

All compunity and junior colleges in Michigan

formance, "Counseior Role, School surveys, State Surveys, Two Year Colleges
All community and junior colleges in Michigan were invited to participate in a survey whose primary function was to assess current perceptions of counseling functions at Michigan community and junior colleges. Pull-time counselors, faculty, and administrators were requested to express their opinions on the importance and quality of 10 counseling functions performed by the counseling staff at their respective institutions. In addition, participants were asked to compare counselors to other employee groups on their campus in relation to certain job conditions. Finally, respondents indicated their perception of the overall image of counseling on campus. Study findings, based on an analysis of 1,507 completed questionnaires representing 23 institutions, included the following: (1) 75% of the responding colleges had centralized counseling censtitutions, included the following: (1) 75% of the responding colleges had centralized counseling centers; (2) all three groups surveyed shared the same perception of what constituted the top three counseling functions; i.e., academic advising, orientation and registration, and career counseling; (3) only one-third of the counselors thought academic advising should receive more priority than it presently had, while half of the administrators and two-thirds of the faculty believed it should have higher priority; (4) over two-thirds of both the administrators and faculty believed recruiting and marketing should have higher priority; (5) all three groups were in agreement that "administrative functions," "teaching," and "responsibilities to college" were the least important functions; (6) 42% of the faculty and 43% of the administrators felt the number of counselors on their campuses was too low; and 07) the overall on the compuses was too low; and (7) the overall image of counseling services on the 23 campuses was generally perceived as adequate. The survey instrument is appended. (EJV)

ED 289 537 JC 870 500

Reis, Elizabeth
Reverse Transfer Project, Summer 1986.
Moraine Valley Community College., Palos Hills,
IL. Office of Institutional Research. Pub Date-Feb 87

Pub Date—Feb 87

Note—11p.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—College Choice, College Students,

\*College Transfer Students, Community Colleges,

\*Dual Enrollment, \*Participant Satisfaction,

\*Student Recruitment, \*Summer Programs, Tovo

Year Colleges, Two Year College Students

In 1986, a Reverse Transfer Project was initiated

at Moraine Valley Community College (MVCC) in

order to promote the summer school attendance at

MVCC of "reverse transfer" students (i.e. students

MVCC of "reverse transfer" students (i.e., students who attended another institution during the regular who attended another institution during the regular academic year). A mailing, containing a cover letter, informational brochure, summer catalog, and registration form, was sent to 5,657 college students within the MVCC district. The return rate on the mailing, as measured by the number of students who received the mailing and registered for a summer achool class at MVCC, was 20%. The 972 reverse transfer students generated a total of 4,831 semester credit hours, with the most popular subject areas being mathematics (290 students), business (196

students), and communications (190 students). A survey was sent to a random sample of 536 of the reverse transfer students to determine why they reverse transfer students to determine why they came to MVCC for summer school. Responses from 138 students indicated that: (1) 50.4% of the transfers were sophomores and 45.2% were juniors or seniors; (2) the most frequently cited majors were Business and Education; (3) 68% reported a grade point average between 2.5 and 3.49; (3) reasonated most important for enrolling at MVCC were "lightens fall schedule," "close to home," and "courses transfer easily"; (4) respondents tended to rate the academic reputation of their own school higher than that of MVCC; and (5) 78% indicated that they would take another summer school course at MVCC. (UCM)

JC 870 528

Degus, Richard

"2 Plus 2" Cooperative Degree Programs: A Step
beyond Articulation.

Pub Date—Jul 87

Note—11p.; Paper presented at the League for In-novation in Community Colleges Conference, "Student Development in the 1990's: Practices to Assure Student Success" (Kansas City, MO, July 12-15, 1987).

12-13, 1981).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Articulation (Education), Colleges, Cooperative Programs, \*Intercollegiate Cooperation

Cooperative Programs, \*Intercollegiate Cooperation, Postsecondary Education, Program Descriptions, \*Transfer Policy, \*Transfer Programs, Two
Year Colleges, Universities
Identifiers—\*Monroe Community College NY
Monroe Community College (MCC) has formalized 2 Plus 2 Cooperative Degree Programs with
selected public and private colleges and universities
to insure full transferability of associate degree coursework toward baccalaureate study. The program evolved after a marketing research study revealed that: public perceptions of MCC were mixed and somewhat distorted; an increasing number of MCC students desired to transfer; articulation MCC students desired to transfer; articulation agreements were too complex or too vague; and up-to-date advisement information regarding course selections and transfer was needed. The program has the following distinguishing characteristics: (1) students pay one application fee for both institutions and maintain one set of records; (2) concurrent acceptance to both institutions is based on MCC admission requirements; (3) students are guaranteed admission to a four-year college with full junior status; (4) degree and grade requirements are specifically defined; (5) comprehensive resource manuals and computerized degree audit sheets facilitate departmental advisement; (6) MCC notifies the four-year institutions of the academic progress the four-year institutions of the academic progress of 2 Plus 2 students; and (7) agreements are updated annually. Program success is evidenced by increases in admission inquiries, applicants, and new rezisin admission inquiries, applicants, and new registrants and in total number of agreements. (UCM)

JC 870 530

EAJ 289 5.39 JC 870 530 Kangus, Jon Alan Reichelderfer, Nancy Persistence by Successful and Nonsuccessful Re-medial and Nonremedial English and English as a Second Language Students: A Longitudinal Study. Research Report #65. San Josef-Evergreen Community Coll. District, San Jose, CA.

Pub Date-15 Sep 87

Pub Date—15 Sep 87
Note—68p.
Pub Type— Reports - Research (143)
EDRS Price - MF0L/PC03 Plus Postage.
Descriptors—"Academic Achievement, "Academic Persistence, Community Colleges, Comparative Analysis, "English, "English (Second Language), Longitudinal Studies, "Remedial Programs, Two Year Colleges, "Two Year College Students A study was conducted at Two Year College

A study was conducted at Evergreen Valley Col-lege (EVC) to examine the effects of remedial En-glish and English as a Second V lege (EVC) to examine the effects of remedial En-glish and English as a Second Language (ESL) instruction on student persistence. All new fall 1982 day students without prior college experience (N = 1,264) were divided into three groups: English students, ESL students, and students who took no placement test within two semesters of initial enroll-ment. The English and ESL students were further ment. The English and ESL students were turner divided into remedial and nonremedial groups, and a group consisting of students who qualified for En-glish or ESL but did not take these classes. The persistence of each student in each group was noted for four semesters from fall 1982 through spring 1984. Study findings included: (1) successful experience in reading and/or writing was one of the most significant factors related to persistence; (2) a high degree of personal/cultural support for educational goals appeared to be related to persistence; (3) nonsuccess in reading and/or writing was one of the most significant factors related to low persistence; (4) nonsuccess het once innect on remedial these most significant factors related to low persistence; (4) nonsuccess had more impact on remedial than nonremedial students; (5) students who completed both reading and writing courses tended to persist at greater rates than those who took reading or writing only; (6) remedial students persisted as well as successful nonremedial students when they experienced success and/or. A bitch lead of support for enced success and/or a high level of support for educational goals; (7) students who took no place-ment test and no English or ESL reading or writing courses persisted at one of the lowest rates of all the courses persisted at one of the lowest rates of all the groups in the study; and (3) those who qualified for, but did not take English or ESL reading and/or writing courses had lower persistence rates than those who qualified for and took the courses. The study report includes a discussion of the policy im-plications of the findings. (Author/UCM)

ED 289 540

JC 870 531

Kangas, Jon Alan

How Many Students Do Not Meet Prerequisites
for San Jose/Evergreen Community College
Courses? Institutional Research Report #68.
San Jose/Evergreen Community Coll. District, San Jose, CA.

Pub Date-1 Sep 87

Pub Date—1 Sep 8/ Note—23p; For prior report, see ED 274 394. Pub Type— Reports - Research (143) EDRS Price - MP01/PC01 Plus Postage. Descriptors—Academic Standards, \*Admission.

Descriptors—Academic Standards, \*Admission Criteria, Basic Skills, College Students, Commu-

Criteria, Basic Skills, College Students, Community Colleges, \*Computer Oriented Programs, Courses, \*Prerequisites, Two Year Colleges In fall 1985, a computerized prerequisite checking system was implemented in the San Jose/Evergreen Community College District (SI/ECCD) featuring an informational mode, which provides information about whether a student meets a prerequisite, and a lock-out mode, which prevents a student from registering for classes if prerequisites are not met. The system was in an informational mode for all courses for fall 1985 and spring 1986, and bean implementations. for fall 1985 and spring 1986, and began implement-ing the lock-out mode for English in fall 1986, and for English as a Second Language in spring 1987. In summer 1987, a study was conducted to choose additional disciplines for the lock-out mode. Study findings included the following: (1) as course prerequisites were increasingly enforced and as available data became more accurate and complete, the total percentage of students not meeting prerequisites de-creased from 41% to 31% to 24% to 15% between creased from 41% to 31% to 24% to 15% between fall 1985 and spring 1987; (2) disciplines with complex prerequisites or in which students could easily by-pass advisory prerequisites anticipated the greatest impact; (3) of the disciplines scheduled for lock-out in fall 1987 and spring 1988, the disciplines with the greatest percentage of students not meeting prerequisites in spring 1987 were Construction (57%), Laser (32%), Nursing (30%), and Drafting (28%). (EJV)

ED 289 541

JC 870 533

Thomas, Max M.
How To SOLVE a Moral Problem: A Guide to
Moral Decision-Making. Pub Date-87

Note-26p.

Pub Date—87
Note—269.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Community Colleges, \*Decision Making, \*Ethical Instruction, \*Moral Issues, \*Moral Values, \*Problem Solving, Risk, Social Values, Teaching Methods, Two Year Colleges, Values, Teaching Methods, Two Year Colleges, Values, Clarification
A step-by-step explanation is provided of SOLVE (Solutions, outcomes, Liabilities, Values, and Evaluations), a method for resolving moral problems to astisfy others as well as the individual conscience. As indicated in introductory comments, SOLVE separates moral dilemmas into their constituent parts. Each moral problem has a number of "solutions"; each solution produces certain "outcomes" or consequences; solutions often require us to sustain certain losses or "liabilities"; each solution upholds particular "values" (e.g., principles of human worth, nonmaleficence, autonomy, justice, lawfulness, confidentiality, veracity, role/duty, and fideity) while compromising other values; and each "evaluation" produces a decision about the worth and feasibility of each solution. After explaining the

components of the SOLVE approach, a hypotheti-cal case is presented, followed by worksheets; a dis-cussion of relevant issues related to solutions, outcomes, liabilities, values, and evaluation; and five sample solutions. Following a summary of con-clusions about the case, five additional practice cases are presented. (UCM)

JC 870 538

lesias, Kenneth D., Ed. nity Colleges and JTPA: Issues and Programs. Coastline Com munity Coll., Fountain Valley, Calif.

Pub Date-[87] Note-51p.

Note—51p.

Pub Type— Collected Works - General (020) —
Opinion Papers (120)

EDRS Price - MP0I/PC03 Plus Postage.

Descriptors—College Role, Community Colleges,

\*Employment Programs, Hispanic Americans,

\*Job Training, Limited English Speaking, \*Performance Contracts, \*School Business Relationable, Two Year Colleges, Vocational Education
Identifiers—\*Job Training Partnership Act 1982,

\*Private Industry Councils

Identifiers—"Job Training Partnership Act 1704,
"Private Industry Councils
This collection of papers describes the role of the
public community college in contracting with local
Private Industry Councils (PIC) through the Job
Training Partnership Act (JTPA). Some papers exmine training averagement and special assessment and amine training programs and special assessment and intake projects funded by the JTPA, while others intake projects funded by the JTPA, while others discuss vocational assessment procedures that are part of most programs and offer insight into the concerns of special populations. The collection includes: (1) "JTPA and the Community College: The Development of a New Training Relationship," by Armando R. Ruiz, Jess Carreon, and Harry Smith; (2) "Three Californis Community Colleges and Job Training Partnership Act Projects," by William M. Vega and Kenneth D. Yglesias; (3) "Performance Contracting: As Much Art as Science," by Linda M. Thor; (4) "Serving LEP (Limited English Proficient) Participants in JTPA Programs," by Nick Kremer; (5) "Job Training Partnership Act: A Hispanic Perspective," by Richard Wilkes; (6) "Client Assessment: JTPA Programs and the Training Match," by Kenneth D. Yglesias; and (7) "Assessment;" by Patricia Rickard and Richard Stiles. (UCM) (UCM)

JC 870 53

Hauselman, A. J., Ed. Tudor, Dan. Ed.
Compendium of Selected Data & Characteristics:
University of Kentucky Community College System, 1986-87. JC 870 539

Kentucky Univ., Lexington. Community Coll. Sys-

Pub Date-Nov 87

Pub Date—Nov 87
Note—95p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Research (143)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—College Faculty, College Graduates,
College Libraries, College Programs, \*Community Colleges, Educational Finance, \*Enrollment
Trends, Expenditures, \*Financial Support, Income, Operating Expenses, State Surveys, Statistical Data, \*Student Characteristics, Tables
(Data), Teacher Characteristics, Teacher Salaries,
\*Two Year College Students

"We fear Coulege Students Identifiers—"Kentucky
A list of college programs and a history of the University of Kentucky Community College System (UKCCS) begin this presentation and analysis of 1986-87 data on UKCCS enrollments, instructional programs, financial support, and student characteristics. Section I focuses on enrollment, providing fall 1986 headcount enrollment for each of the 14 UKCCS campuses in terms of enrollment status (full-/part-time), class, sex, and residence; full-time equivalent (FTE) enrollments for fall 1964 and fall 1977 through 1986; and headcount enroll-ments for first-time freshmen for fall 1969 and fall 1976 through 1986. Section II examines headcount enrollment by degree level; program enrollment by gender; credit hours offered and FTE enrollment by degree and course level; UKCCS graduates by dedegree and course level; UKCCS graduates by de-gree, college, and program; number and type of li-brary materials supporting the instructional programs; educational level of full-time teaching staff; and staff and faculty development activities. Section III analyses the financial support base of UKCCS, detailing general fund expenditures by function, expenditures from recurring general funds, general funds budgeted by function, and av-erage faculty salaries by rank. Section IV examines the family income, ethnic status, and age of fall 1986 freshmen and compares their mean standardized test scores with those of similar groups in 1977 through 1985. (EJV)

ED 289 544 Smith, Wendell L. JC 870 547

Program Planning for the Nineties. Pub Date—13 Nov 86

Pub Date—13 Nov 86
Note—15p.; Paper presented at the Annual Conference of the Missouri Association of Community and Junior Colleges, Division of Continuing Education and Community Services (Osage Beach, MO, November 13-14, 1986).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, "College Planning, College Role, Community Colleges, Continuing Education, "Educational Trends, "Putures (of Society). Program Development. Two Year Colleges

ciety), Program Development, Two Year Colleges
Trends that are already visible on the educational
horizon point to additional changes in the role that
community colleges can play in the future. First,
major shifts in higher education enrollments suggest that participation in informal learning experiences, minority student enrollments, and adult part-time enrollments will increase. Second, the number of enrollments will increase. Second, the number of providers of lifelong learning programs, such as employers, labor unions, professional associations, and community organizations, is increasing, leaving higher education to provide a little over one-third of the organized learning opportunities available for daults. Third, the jobs, economy, and lifestyles of the future will be based on the creation and distribution of information. Fourth, keeping up with the growth of new knowledge will require people to be broadly educated with the skills to analyze, synthesize, and anply that knowledge. Fifth, systems is a province of the control of the contr broadly educated with the skills to analyze, synthe-size, and apply that knowledge. Fifth, systems whereby credit is awarded for learning experiences are becoming increasingly unclear. Sixth, the pro-portion of part-time faculty has risen along with the proportion of part-time students. Seventh, public governance is increasing while public support is de-clining. Finally, new technologies will afford more alternatives in educational delivery. In sum, these trends mean that an array of exciting challenges and alternatives in educational centerly. In sum, tieses trends mean that an array of exciting challenges and opportunities awaits the field of continuing adult education. To meet these challenges, community colleges must not lose sight of the need to remain flexible and innovative, and to take risks. (EJV)

JC 870 548 Akridge, Sharon A. Ross, Peter COC's Success Program: Counseling, Caring and Campus Involvement. Pub Date—12 Jul 87

Pub Date—12 Jul 87

Note—22p.; Paper presented at the League for Innovation in the Community College's Conference, "Student Development in the 1990's: Practices to Assure Student Success" (Kansas City, KS, July 12-15, 1987).

Pub Type— Reports - Descriptive (141) — Speeches (Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Probation, "Academic Standards, "College Admission, College Environment, Community Colleges, "Computer Oriented Programs, "Educational Counseling," High Risk Students, Program Descriptions, Student College Relationship, Student Personnel Services, Two Relationship, Student Personnel Services, Two

Relationship, Student Personner Stavices, and Year Colleges
Identifiers—Cuyahoga Community College (CCC), Western Campus, has developed an admissions/counseling cooperative program to assist underprepared, probationary, or academically dismissed students to effect the control of the control fect possible changes in their educational record and personal lives. The program includes the following personal view. The program includes the following components: (1) computer monitoring of students grades and the placement on academic probation of students falling below minimum academic requirements; (2) assistance in readmission for academically dismissed students, including a meeting with the Director of Admissions and Records to review academic history and goals; assistance in the completion of a readmission petition; and limitations on course schedule and load; (3) a "College Survival Strategies" course designed to analyze and augment the student's study skills techniques; and (4) a grade forgiveness program, which allows students to petition for the removal of up to 15 credit hours of F from their cumulative grade point average (GPA). Attachments include CCC policy statements on Student success, readmission after academic dismissal, academic and disciplinary probation or dismissal; sample letters regarding academic dismissal and re-quests for readmission; a syllabus for "College Sur-vival Strategies"; a blank petition for GPA adjustment under the grade forgiveness program; and a sample academic record. (EJV)

ED 289 546
Twining, Kathleen A. Twining, James E.
Perceived Needs of Decided and Undecided
Two-Year Community College Students.
Community Coll. of Rhode Island, Warwick.
Pub Date—87 JC 880 001

Pub Type—Reports - Research (143)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

DRS Price - MF01/FCJ2 Plus Postage, bescriptors—Community Colleges, Educational Needs, Enrollment Influences, "Majors (Stu-dents), "Student Attitudes, Student Characteris-tics, "Student Educational Objectives, "Student Needs, Two Year Colleges, "Two Year College Seeds,"

\*Undecided Students Identifiers-

Identifiers—\*Undecided Students
In 1985-86, a study was conducted at the Community College of Rhode Island (CCRI) to determine the differences between the perceived needs of students who had decided on a program of study and students who were undecided about their major. A stratified, random sample of 400 CCRI students received a 54-item questionnaire which examined academic, personal, and social needs; events which influenced college attendance; and specific reasons for pursuing an education. Study findings, based on a 61% response rate, included the following: (1) few significant demographic differences were found between decided and undecided students, though the undecided population was more likely to be female, tween decided and undecided students, though the undecided population was more likely to be female, married or divorced, working more hours per week, and to have a nontraditional high school diploms than the decided population; (2) undecided students were significantly older than decided students; (3) decided and undecided groups gave similar reasons for pursuing an education, with the most frequently offered reasons being "to become better educated." for pursuing an education, with the most frequently offered reasons being "to become better educated," "to meet the educational requirements for my chosen career," and "to increase my earning power"; (4) the five highest ranked needs were "to develop more effective study skills," "to feel more relaxed when speaking before groups," "to learn to concentrate better," "to gain more confidence in myself," and "to learn how to deal better with stress"; and (5) 42% of the undecided group and 31% of the decided group expressed a need for help in choosing a career/academic major. (UCM)

JC 880 002

Basic Science Training Program.
Lake Michigan Coll., Benton Harbor.
Pub Date—10 Aug 87

Lake Michigan Coll., Benton Harbor.
Pub Date—10 Aug 87
Note—133p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Anatomy, \*Biology, \*College Science, Community Colleges, Learning Modules, \*Metric System, \*Microscopes, \*Study Skills, Test Wiseness, Time Management, Two Year Colleges, Vocabulary Skills, Workshops
These six learning modules were developed for Lake Michigan College's Basic Science Training
Program, a workshop to develop good study skills while reviewing basic science. The first module, which was designed to provide students with the necessary skills to study efficiently, covers the following topics: time management; an overview of a study method that focuses on the class syllabus, reading assignments, lecture note taking, textbook note taking, and self-quizing; laboratory work and tests; and suggestions for test preparation and test taking. The second module teaches students to derive the meaning of new words through their understanding of root words, prefixes, and suffixes. The third module teaches students to the haic metric units of length, volume, mass, and temperature, rashing them to perform quantitative measurethird module teaches students about the basic metric units of length, volume, mass, and temperature, enabling them to perform quantitative measurements and estimates using the metric system. The fourth module imparts the knowledge and skill necessary for the proper use of the microscope, looking at the history, characteristics, and parts of the microscope and reviewing procedures for its use. In the fifth module, students become familiar with the levels of structure and complexity in the biological sciences (i.e., atom, molecule, organelle, cell, tissue, organ, organ system, and organism). The final module offers basic information on human anatomy, with particular focus on the human skeletal system. (EJV) ED 289 548

JC 880 004

Speer, Deborah
The Patient Interview, Nursing 120, Lesson Plan

Hawaii Univ., Manoa. Western Curriculum Coordination Center. Pub Date—Oct 87

Pub Late—Cc: 97
Note—48p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisusi Aids, \*Communication
Skills, Community Colleges, Instructional Materiaals, "Interpersonal Communication, "Interviews, Lesson Plans, "Nurses, "Nursing Education, "Pa-ticular, Teacher Developed Materials, Two Year

tients, Teacher Developed Materials, Two Year Colleges Identifiers—"Nurse Patient Relationship Developed as part of a 120-hour nursing course, this lesson plan focuses on the patient interview, providing an overview of communication skills, and five basic categories of verbal response (i.e., evaluative, hostile, reassuring, probing, and understanding). The module is designed to teach students about different kinds of responses encountered during the patient interview and about kinds of nonverbal behavior to be avoided during the interview. The lesson plan begins with information on the course for navior to be avoiced during the interview. The tea-son plan begins with information on the course for which the plan was developed; equipment and au-dio-visual aids needed; requirements for studen materials; course objectives; bibliographic refer-ences; and special remarks for the instructor. Next, a step-by-step outline of the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids needed for each step of the lesson. Course handouts, transparency masters, quiz, and teacher guidelines are included. (EJV)

JC 880 005
Kawamata, Pauline
Stress: How Does It Affect Your Life? Advance
Guidance (Individual Quest), Lesson Plan No. 2.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.

Pub Date-Nov 87

Pub Date—Nov 87

Note—34p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Aids, Community Colleges, Instructional Materials, Lesson Plans, Life Style, \*Stress Management, \*Stress Variables, Teacher Developed Materials, Two Year Colleges Identifiers. - \*Stress (Biologica).

Teacher Developed Materials, I wo Year Colleges Identifiers—"Stress (Biological)

This lesson plan focuses on the definition, kinds, and causes of stress, and explores some ways of coping with stress. The lesson plan begins with information on the course for which the plan was treated to entire the course for which the plan was treated to entire the course for which the plan was developed; equipment and audio-visual aids needed; requirements for student materials; course objec-tives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids needed for each step of the lesson. The presentation defines stress, indicates that some presentation defines stress, indicates that some kinds of stress are healthy, reviews the physical symptoms and pyschological indications of stress, and considers the role of optimism, self-confidence, flexibility, enthusiasm for life, willingness to accept uncertainty, and self-control in coping with stress. Course handouts, transparency mas teacher worksheets are included. (EJV) sters.

ED 289 550

ED 279 530 Upton, Robert Recognition and Emergency Care of Wounds: Bleeding Control and Bandaging, First Responder Training, Lesson Plan No. 1. Hawaii Univ., Manoa. Western Curriculum Coordi-

tion Center. Pub Date-Nov 87

Pub Date—Nov 87

Note—36p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Allied Health Occupations Education, Audiovisual Aids, Blood Circulation, Community Colleges, "Injuries, Instructional Materials, Lesson Plans, Teacher Developed Materials, Two Year Colleges Identifiers—\*Emergency Medical Services
Designed for a 40-hour course in first-responder shedical training, this lesson plan teaches students how to control bleeding and bandage wounds. This lesson includes discussions on skin, the circulatory

system, and blood; describes seven types of wounds; and explains four bleeding control methods. The lesson plan begins with information on the course for which the plan was developed; equipment and audiovisual aids; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format, indicating the length of time and the equipment needed for each step of the lesson. Course handouts and transparency masters are in-cluded. (EJV)

ED 289 551 JC 880 007

Maestas-Flores, Margarita Chavez, Mauro PUENTE Project: The Mentor's Guide. Evergreen Valley Coll., San Jose, Calif. Pub Date—87

Pub Date—57
Note—46p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Academic Achievement, Academic Persistence, Community Colleges, \*Community Support, \*Hispanic Americans, Leaders Guides, \*Mentors, \*School Community Relationship, \*School Holding Power, Self Esteem, Two Year Colleges.

Colleges
This manual was developed for individuals serving as mentors in Evergreen Valley College's PU-ENTE Project, a program which integrates the skills of an English teacher, a Hispanic counselor, and Hispanic professionals/mentors into a team structure of the structure of t ture in an attempt to assist Hispanic students in making academic improvements, to build self-confi-dence, and to motivate students to achieve career dence, and to motivate students to achieve career and educational goals. The manual covers the following: (1) a description of the PUENTE Project, including information on the PUENTE model, the program sequence, and data on student achievement; (2) an examination of the role of a mentor; (3) an article on "The Value of Mentoring," by Mauro Chavez; and (4) information on the process whereby students contact and set, un formal and informal and information and informa students contact and set up formal and informal interviews with their mentors. Appendices include a copy of the student guide for interviewing mentors; a list of student assignments for PUENTE mentor activities; a sample student paper on "Ca-reer Decisions"; lists of personnel and colleges involved in the project; a sample mentor profile form, and a PUENTE Project booklet. (UCM)

ED 289 552 JC 880 009

Dennis-Rounds, Jan Mayer, Michelle

Cerritos Community College Community Needs

Assessment, 1987.

Cerritos Coll., Norwalk, Calif. Office of Institutional Research.

Pub Date-87

Note-39p.

Pub Date—87
Note—39p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*Community Attitudes, Community
Colleges, Community Surveys, \*Educational Attitudes, \*Educational Needs, Needs Assessment,
Questionnaires, Two Year Colleges
During summer and fall, 1986, Cerritos College
(CC) in California conducted a districtwide survey
to assess the educational needs of the surrounding
community. The survey was conducted by telephone, using trained interviewers. Randomly selected telephone numbers representing each city of
the district served by CC were used to contact over
7,000 households. Selected findings, based on 1,050
completed interviews, included the following: (1)
95% of respondents reported having heard of the
college, 46% knew the cost of tuition for full-time
enrollment, and 27% knew the cost of a three uniclass; (2) 43% of the respondents felt the college was
doing as "excellent" job, and another 37% felt the
college was doing a "good" job; (3) college functions
receiving the highest ratings were to "teach job
skills" and to "prepare students for transferring to
another college"; (4) 66% of the sample said they
would recommend a community college over a
four-year college or university; (5) 31% had taken
classes at some time at CC, 6% were currently enrolled, and 29% were interested in earolling in the
near future; (6) students attended CC mainly for
personal enrichment (31%), to cara an associate degree (21%), to transfer to a four-year college (19%). personal enrichment (31%), to earn an associate de-gree (21%), to transfer to a four-year college (19%), or to improve job skills (17%); (7) most of the student sample preferred registering in person (68%) to registering by mail (20%) or telephone (11%); (8) the semester length schedule was preferred to 9-week, weekend, or lunch hour, and (9) less than

half of the student sample had spoken with a college counselor, and only 36% of those who did found the counselor to be very helpful. The survey instrument and response data are appended. (UCM)

JC 880 010

Higa, Floyd An Introduction to Eye Safety, General Metals I, Lesson Plan No. 1. Hawaii Univ., Manoa. Western Curriculum Coordination Center.

Pub Date-[87]

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, \*Eyes, Government Role, Instructional Materials, Labor Stanment Role, instructional Materials, Labor Standards, Lesson Plans, Metal Working,
\*Occupational Safety and Health, Public Agencies, \*Safety, Education, School Shops, Secondary Education, \*Secondary School Curriculum, \*Shop Curriculum, Teacher Developed Materials

Designed for a 110-hour general metals course, this lesson plan presents an introduction to eye afety, including a brief guided imagery prelude, an overview of the lesson, an overview of Occupational Safety and Health Administration (OSHA) and Department of Occupational Safety and Health (DOSH) rules and regulations regarding eye and face protection, and a discussion of different types of eyewear. By the end of the lesson, the student should be able to: (1) explain what OSHA and DOSH stand for, and identify what level of government each belongs to; (2) in their own words, define OSHA's standing on eye safety; and (3) identify the different types of protective eyewear. The lesson begins with information on the course for which the plan was developed; equipment and audiovisual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a Designed for a 110-hour general metals course, line of the instructor's presentation is provided in a format indicating the length of time and the equip-ment or other aids needed for each step of the lesson. Course handouts, transparency masters, DOSH and OSHA safety standards, pre- and post-tests, and answer keys are included. (EJV)

JC 880 011 Boss, Roberta S.

Formative Evaluation of College Composition: A Formula for Revision and Grading.

-[88]

Note-31p.

Note—31p.
Pub Type— Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, Conventional Instruction, Evaluation Criteria, "Evaluation Methods, Feedback, Freshman Composition, Grading, "Holistic Evaluation, "Peer Evaluation, Student Attitudes,

Teacher Response, Two Year Colleges, "Writing Evaluation, "Writing Improvement A study was conducted at the University of Maryland (College Park, Maryland) in the Fall 1985 15-week semester to test the effects of advanced 13-week semester to test the effects of advanced knowledge of grading criteria on students' writing akills and attitudes in a Freshman Composition class. A holistic grading scale, which was distributed to students as a checklist for revising writing assignments, was developed and coordinated with the assignments, was developed and coordinated with the assignment sheet for each of six major papers. Students were assigned to either direct-instruction or peer-critique groups. Students in the direct-in-struction group submitted their drafts to teachers and received written and in-class feedback. Stuand received written and m-class recounce. Stu-dents in the peer-critique groups hed had the opportu-nity to grade sample papers and classmates' drafts using the grading scale. The groups were compared on the basis of grade improvement on pre- and post-tests; the amount of out-of-class time spent by the teachers in responding to individual student pa-pers; and student attitudes toward the grading procedures. The study found no significant differences in grade improvement or student attitude toward grading between the groups, although teachers spent significantly more out-of-class time responding to the papers of the direct-instruction group than to the peer-critique group. Appendixes include a sample assignment sheet and the grading scale/revi-sion checklist. (EJV)

ED 289 555 MATC Fact Book, January 1988. JC 880 012

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.
Pub Date—Jan 88
Note—156p; Printed on colored paper. Some tables contain small print.
Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Age, Class Size, "College Faculty, Community Colleges, Day Students, "Enrollment Trends, Evening Students, Full Time Equivalency," Institutional Characteristics, Minority Groups, Multicampus Colleges, School Personnel, Two Year Colleges, "Two Year College Students"

This 1987-88 fact book for Milwaukee (Wisconsin) Area Technical College (MATC) presents data on institutional characteristics, faculty and staff, full-time equivalent enrollments, student characteristics, and facilities for the MATC district and each of the college compares. Highlight derived from the of the college campuses. Highlights derived from an analysis of data and trends include the following: (1) enrollment in associate degree courses increased from 28.4% of headcount in fall 1980 to 45.4% of headcount in fall 1987 and from 51.96% of full-time neadcount in fall 1987 and from 51.59% of full-time equivalent (FTE) enrollment in 1980 to 56.5% of FTE in 1986; (2) minority enrollments increased from 24% of total day class enrollments in fall 1980 to 30.6% in fall 1987; (3) females continued to comprise the majority of enrollments in both day and traction descent (A) the most immediate for the contraction of the contr prise the majority of enrollments in both day and evening classes; (4) the most important factor in stabilizing enrollments affected by the declining 18-to 24-year-old population was a significant increase in the median age of MATC students from 1981-82 to 1986-87; (5) first semester day headcount enrollment increased from a reported 16,115 in 1986-87 to 16,953 in 1987-88, while evening headcount enrollment increased from 18,544 in 1986-87 to 19,218 in 1987-88; and (6) associate degree fall headcount enrollments reached an all-time high of 15,121 in 1987-88. (UCM)

ED 289 556

JC 880 013

Lay, Ted Customized Training Marketing Plan. Lane Community Coll., Eugene, Oreg. Pub Date—Aug 86

Pub Date—Aug 86
Note—34p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Business Education, Community
Colleges, \*Job Training, \*Marketing, \*Public
Opinion, \*School Business Relationship, \*Student Recruitment, Two Year Colleges, Vocational
Education
Identifiers.—\*Contomized Lob Training Program

Identifiers—\*Customized Job Training Program
This report outlines Oregon's Lane Community
College's (LCC's) plan for marketing its customized
training program for business, community organizations, public agencies, and their employees Foliotions, public agencies, and their employees Folioprogram, a brief analysis is provided of the economic environment; of competition from educational institutions, private consultants, training
companies, professional associations, in-house
training departments, and non-profit tax-exempt organizations; and of college image. The next sections Identifiers-\*Customized Job Training Program anizations; and of college image. The next sections escribe the "product" to be marketed (i.e., LCC gamzaous, and or coninge mage. The next sections describe the "product" to be marketed (i.e., LCC and its facilities and programs), the "customer" (i.e., a variety of businesses and public organizations), the "target market" (i.e., new, existing and expanding small businesses, professional and service organizations, and the public sector), and the goals and objectives of the program. Next, marketing strategies and activities are proposed for each program objective: (1) accelerate contracting organizations with business and other organizations; (2) present a coordinated, positive image to both private and public sectors; (3) promote to the entire college the importance of presenting a coordinated, professional image; (4) respond to all requests for service quickly; (5) assume an assertive stance in pursuing accounts and providing customer service; (6) adapt to new market segments; and (7) provide short-term traingrograms responsive to changes in technology, employer needs, and business opportunities. Materials from a booklet on the services of LCC's Training and Development Department are appended.

ED 289 557 JC 880 014

and Development Department are appended.

Allen, Johnny Mac
Marketing Higher Education in the 80's: "Aim for
Service, Not Success, and Success Will Follow."
Residual Marketing.

RIE MAY 1988

Note—10p.; Paper presented at the Miami-Dade Community College district-wide Enrollment Management Conference (Miami, FL, November

Management Conference (Miami, FL, November 11, 1987).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Community Colleges, Community Support, Fund Raising, \*Institutional Advancement, Interpersonal Communication, \*Interpersonal Relationship, \*Marketing, \*Public Relations, \*School Community Relationship, Student Recruitment, Two Year Colleges Identifiers—\*Enrollment Management Increasing competition in higher education for college students has given the term \*enrollment management,\* wide acceptance in academia. Many

college students has given the term "enrollment management" wide acceptance in academia. Many management" wide acceptance in academia. Many factors are important to the success of enrollment management, including an informed enrollment management including an informed enrollment management to adopting a new philosophy in addition to new strategies, practices, and procedures. One example of a back-to-basics approach to enrollment management is "Residual Marketing," which requires personal involvement and face-to-face communication between college personnel and the munication between college personnel and the community. Unlike intensive television advertising community. Unlike intensive television advertising and mass mail techniques, which are increasingly used by postsecondary institutions, "residual marketing" relies upon word of mouth to establish accollege's credibility in the community. Miami-bade Community College (Florida) has implemented a number of techniques to involve the community in the promotion of the college's programs, services, and image. Though these techniques have had immediate dividends, many of the "residual" benefits take months, even vears, to reach full fruition. meeting dividends, many of the residual benefits take months, even years, to reach full fruition. Though "residual marketing" demands total commitment from the campus individuals involved and may detract from the time devoted to institutional responsibilities, the approach has benefits for both the college and the community. (UCM)

ED 289 558

Commitment to Student Retention: A Plan for Success. Final Report of the Retention Task

Sinclair Community Coll., Dayton, Ohio. Pub Date-Oct 86

Pub Type— Reports - General (140) — Opinion Papers (120) — Numerical/Quantitative Data

Papers (120) — Numerical/Quantitative Data (110)

EDRS Price - MF0L/PC03 Plus Postage.
Descriptors—\*Academic Persistence, College Planning, Community Colleges, \*Dropout Prevention, Enrollment Influences, \*School Holding Power, \*Student Personnel Services, Two Year College A retention taskforce was established at Sinclair

A retention taskforce was established at Sinclair Community College (SCC) in Ohio to develop a plan to increase student retention. The 24-member taskforce, representing key areas within the college, worked for 15 months to prepare the plan. The plan was designed to be comprehensive, touching upon all points where the students interact with the institution and encompassing the whole continuum of experiences that students face throughout college. The plan's retention model contains four distinct hases: pre-profollment, campus entry, enrollment. The plan's retention model contains four distinct phases: pre-enrollment, campus entry, enrollment, and post-enrollment. This five-part taskforce report explains the retention plan and how and why it was developed. Part I provides introductory material, which underscores the importance of retention efforts, and reviews the charge and lists the members of the taskforce. Part II presents a review of the literature, covering both student and institutional factors that affect retention. Part III describes the activities, events, projects and presentations conactivities, events, projects and presentations con-ducted by the taskforce that led to the development of the retention plan. In part IV, the four-phase model of student retention and success is presented, and terms are defined. Finally, part V offers specific and terms are defined. Finally, part V offers specific recommendations for increasing retention. Recom-mendations, including information on the office(s) that should be responsible for their implementation, a suggested timeframe, and anticipated benefits, are made for each phase of the model. An annotated bibliography of published retention strategies, re-sults of a pilot study on student withdrawal, and a summary of suggestions made by retention focus groups are appended. A 50-item reference list con-cludes the document. (UCM)

JC 880 016 ED 289 559 Perin, Dolores Katz, David

Screening, Diagnosing and Developing Instruc-tional Strategies for Learning Disabled Commu-nity College Students in Occupational Education and Basic Skills Instruction. City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Pub Date—Sep 87
Grant—VEA-152-87-3758
Note—106p.
Pub Type—Collected Works - Proceedings (021)—
Reports - Evaluative (142) — Tests/Questionnaires (160)

naires (160)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Classroom Techniques, Community
Colleges, "Inservice Teacher Education, "Learning Disabilities, Remedial Instruction, Remedial
Programs, "Student Evaluation, Teacher Workshops, "Teaching Methods, Two Year Colleges,
"Two Year College Students
A description is presented of the activities and

Two Year College Students

A description is presented of the activities and outcomes of a project designed to provide training that would enhance the efforts of remedial educators to serve learning disabled students on campus. Introductory sections provide background on the increase of learning disabilities at community colleges, review the evidence of the need for the project, outline general and specific objectives, describe how project participants were targeted and selected, and offer an overview of the project's design and its activities. The next sections describe the sign and its activities. The next sections describe the project's two inservice training conferences, which offered consultation activities and workshops focusoffered consultation activities and workshops focusing on the following topics: (1) applying learning disabilities research in the community college classroom; (2) identifying learning disability college classroom; (3) distinguishing language problems from learning disabilities in students with limited English proficiency; (4) examining the implications of theories and research findings for instruction and accommodation of learning disabilities evaluation and its implications. A summary is provided of each workshop and other project activities. Appendixes include the results of participant evaluations of the conferences, conference agendas, an analysis of the on-campus effects of the conferences, and "Guidelines for Instructors Working with Learning Disabled Community College Students." (UCM)

ED 289 560 JC 880 017
Wilms, Wellford W., Ed. Moore, Richard W., Ed.
Marketing Strategies for Changing Times. New
Directions for Community Colleges, Number 60,
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

genes, Canf.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-952-1
Pub Date—87
Contract—400-83-0030
Note—1146 geles, Calif.

Contract - Contract -

some Street, San Franciso, CA 94104-1310 (\$12.95)
Pub Type—Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Planning, "Community Colleges, Employment Programs, Enrollment influences, "Job Training, "Marketing, "Performance Contracts, "Proprietary Schools, Public Relations, School Business Relationship, State Programs, "Student Recruitment, Two Year Colleges This collection of essays discusses ways in which community colleges and proprietary schools have been able to cope with changes in employer and student markets. The collection includes: (1) "Marching to the Market: A New Tune for Training Organizations," by Wellford W. Wilms; (2) "California's Employment Training Panet: Creating Incentives for Change," by Steve Duscha; (3) "Performance Contracting: Successfully Managing the Risk," by Linda M. Thor; (4) "Maintaining Links with Local Employers: The Key to Proprietary School Success," by Dean Johnston; (5) "Increasing Enrollments: A Marketting Perspective," by Michael K. Brannick; (6) "A 1980s Approach to Planning: The Houston Community College System," by Joyce Boatright and Jacquelin Crowley; (7) "Student Recruitment: A Market Research Primer," by Richard W. Moore; (8) "Public Rela-

tions and Marketing," by Daniel D. Savage; (9)
"Summary and Conclusions," by Wilms and Moore;
and (10) "Sources and Information: Reaching Employer and Student Markets," by Anita Y. Colby
and Mary P. Hardy. (AYC)

JC 880 024

Kanter, Martha McIntyre, Chuck Evaluating Statewide Priorities. California Community Colleges, Sacramento. Of-fice of the Chancellor.

Note—16p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (Redwood City, CA, January 21-22, 1988).

ary 21-22, 1988).

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— 'Accountability, Accreditation (Institutions), College Role, Community Colleges, 
"Educational Assessment, "Educational Objectives, "Educational Trends, "Self Evaluation (Groups), "State Standards, Two Year Colleges Identifiers—"California In 1985, the Board of Governors of the California Community Colleges (BGCCC) and the Western Association Accrediting Commission (WAAC) authorized a process by which colleges are to evaluate their performance with respect to statewide priorities as they conduct accreditation self-studies. The self-evaluation is intended to assist the Chancellor's confice in determining how well the colleges as a system are performing with respect to certain broad priorities such as transfer education, vocational education, remediation, and access. Colleges undertakpriorities such as transfer equation, vocational equi-cation, remediation, and access. Colleges undertak-ing accrediting self-studies during 1985-86 were the first to perform this evaluation, with 10 of 11 col-leges able to complete the required reports. Among the issues identified or corroborated were recent decreases in student access; lack of information on decreases in student access in such a management of vocational education; a continuing need to review certain aspects of transfer education despite generally good performance; wide variation in the policies and practices for evaluating programs and services; and practices for evaluating programs and services; the need for more objective measures of student services; and apparently inadequate support to meet the increasing demand for remedial and basic skills education. This report on the statewide priorities study includes recommendations for further work, a memorandum of understanding between the BGCCC and WAAC, a list of statewide priorities, an enumeration of the analytical steps used in evaluating statewide priorities, and a comparison of ating statewide priorities, and a comparison of the content of accrediting standards and statewide pri-

ED 289 562 JC 880 025 Nusbaum, Thomas J.

Education Code Review.
California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jan 88

Note—31p.; Discussed as Agenda Item 10 at a Meeting of the Board of Governors of the Califor-nia Community Colleges (Redwood City. CA. nia Community Colleges (Redwood City, CA, January 21-22, 1988). Appendices printed on colored paper.

ored paper.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Role, Community Colleges,
Educational Change, 'Educational Legislation,
"Governance, "Governing Boards, Government
Role, School District Autonomy, State Government, "State Legislation, "State School District
Relationship, "Statewide Planning, Two Year
Colleges Colleges
California

Identifiers—\*California
Prepared to assist the Board of Governors of the
California Community Colleges in their review of
the recommendations in the Education Code Review, this report presents information on the evolution of the review project, including a specific
discussion of the remaining processes for review and
modification, and a summary of the major issues
and recommendations emerging from the secand recommendations emerging from the sec-tion-by-section review. Major issues discussed intion-by-section review. Major issues discussed in-clude: (1) shifting the governance areas; (2) assigning responsibilities and designating authority; (3) clarifying roles regarding the reorganization of district territory; (5) unburdening the management and control of district property; (6) implementing the Permissive Code, which permits the governing board of a community college district to initiate and carry on any program or activity that is not in con-flict with the law or the purposes of the school disor the purposes of the school districts; (7) specifying the mission of the community colleges; (8) determining the finance mechanism; (9) delineating the role of the legislature; and (10) reviewing statutes on the employment of personnel. Appendices provide the text of relevant legislation. (EJV)

ED 289 563 JC 880 026

Anderson, Wendell, Ed.
Small Business Bibliography.
Oregon Small Business Development Center Net-

work, Eugene. Spons Agency—Oregon State Dept. of Education, Salem.; Small Business Administration, Portland, OR.

Pub Date-87

Note—67p.; For other workbooks in this series, see JC 880 027-031.

Available from—Oregon Small Business Develop-ment Center Network, 1059 Willamette Street, Eugene, OR 97401 (\$10.00, plus \$1.00 postage and handling per book).

Pub Type— Reference Materials - Bibliographies

(131)

(131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Annotated Bibliographies, Books, \*Business, \*Business Administration, \*Business Education, \*Entrepreneurship, Financial Problems, Periodicals, \*Resource Materials, \*Small Businesses, Videotape Recordings

Intended as a resource for both experienced busimeaned as a resource no oth experience ous-nesspeople and those new to business, this anno-tated bibliography provides a list of books, pamphlets, periodicals, and videotapes of value is solving specific business problems. The bibliography begins with a list of resources recommended for the library of every small business and a survey of general business resources. The next ten sections provide annotated lists of resources on the following vide annotated into directories on the following references on the unique problems of starting new businesses; (2) strategic planning; (3) marketing, sales, and advertising, including resources on sales force management, market research, competitive analysis, customer relations and pricing; (4) finance, accounting, and economics; (5) sources of financing, and buying and selling businesses; (6) personnel manbuying and selling businesses; (6) personnel man-agement, including resources on interviewing and hiring, personnel policies, performance appraisal, salary policies, employee benefits, employee rela-tions, training, union relations, and terminating em-ployees; (7) management and personal skills, emphasizing ways in which business owners can im-prove their managerial effectiveness; (8) business problems and legal issues, including succession within a business, bankruptcy laws and methods, attorney relations, general business law, trade se-crets, and neventine legal problems; and (9) com-crets, and neventine legal problems; and (9) comautomey relations, general pusiness law, trade se-crets, and preventing legal problems; and (9) com-puters and data processing, including sources describing how computers operate, how to purchase computers, types of software, and operational pro-cedures. The final section contains the names and addresses of publishers. (UCM)

ED 289 564 JC 880 027

Pypor, Chris
Your Marketing Plan: A Workbook for Small
Businesses in Oregon.
Oregon Small Business Development Center Net-

work, Eugene. Spons Agency—Oregon State Dept. of Education, Salem.; Small Business Administration, Portland, OR

Pub Date-87 ote-77p.; For other workbooks in this series, see JC 880 026-031.

JC 880 026-031.
Available from—Oregon Small Business Development Center Network, 1059 Willamette St., Eugene, OR 97401 (\$10.00, plus \$1.00 postage and handling per book).
Pub Type—Guides Non-Classroom (055) —

handling per DOOK).
Pub Type—Guides - Non-Classroom (055) —
Tests/Questionnaires (160)
EDRS Price - MF0L/PC04 Plus Postage.
Descriptors—Adult Education, \*Business Administration, Business Education, \*Marketing, Merchandising, \*Planning, Resource Materials, \*Small Businesses, Workbooks
Designed as an aid for those interested in starting a business and for experienced business owners who have never prenared a written marketing plan, this

a business and for experienced business owners who have never prepared a written marketing plan, this workbook offers fundamental concepts about marketing planning, provides tools to effectively assess a marketing situation, and presents step-by-step assistance in developing a marketing plan. Following introductory information on the purposes and use of the workbook, and the importance of planning, the

workbook lists steps and asks questions related to the following aspects of marketing (1) "A Simple Definition of Marketing"; (2) "People You Must Market to"; (3) "Your Products/Services"; (4) "Satisfying Customer Needs"; (5) "Product Share"; (6) "Your Customers"; (7) "Segmenting the Market"; (8) "Targeting Markets"; (9) "Your Competitors"; (10) "Competitive Analysis"; (11) "Establishing Competitive Advantage"; (12) "Your Image"; (13) "Sting Assessment"; (14) "Your Pricing"; (15) "Determining Fixed Expense"; (16) "Determining Variable Costs"; (17) "Cost-Plus Pricing"; (18) "Your Current Advertising"; (19) "Your Current Public Relations"; (20) "Your Current Sales Efforts"; (21) "Sales Forcasting"; (22) "Budgeting"; (23) "The Situational Analysis Summary"; (24) "The Mission Statement"; (25) "Objectives"; (26) "Setting Goals"; (27) "Strategies-Activities"; (29) "Timetable"; (30) "Marketing Plan Review"; and (31) "Marketing Plan Summary." Finally, the workbook presents a list of resources to use in market planning and a directory of federal and Oregon state agencies that can provide additional information. (UCM)

ED 289 565 JC 880 028 Surgent, Dennis J. Chambers, Maynard N. Your Business Plan: A Workbook for Small Busi-nesses in Oregon — Su Plan de Negocio: Un Libro de Trabajo Para Empresas Pequenas en

Oregon.
Oregon Small Business Development Center Net-

work, Eugene.

Spons Agency—Oregon State Dept. of Education,
Salem.; Small Business Administration, Portland,

Pub Date-87

Note-166p.; For other workbooks in this series, see JC 880 026-031.

Available from—Oregon Small Business Develop-ment Center Network, 1059 Willamette St., Eu-gene, OR 97401 (\$10.00 for either the English or Spanish version of this workbook, plus \$1.00 post-

Spanisa version of this workbous, plus 31.00 post-age and handling per book). Language—English; Spanish Pub Type—Guides - Non-Classroom (055) — Mul-tilingual/Bilingual Materials (171)

tilingual/Bilingual Materials (171)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Education, "Business Education, "Entrepreneurship, "Planning, Resource Materials, "Small Businesses, Workbooks Designed as an aid for those investigating the possibility of opening their first business, as well as business owners with many years experience who have never prepared a written business plan, this workbook guides the reader through the steps involved in the preparation of a business plan or feasibility study. After a general discussion of the importance of blanning and a personal evaluation binity study. After a general discussion of the importance of planning and a personal evaluation form, the workbook provides sections on goal set-ting, establishing the purpose of the business, deter-mining background information on the relevant industry and the role of small businesses within that industry and the role of small businesses within that industry, and deciding the most appropriate form of doing business (e.g., sole proprietorship or limited partnership). The next sections list steps and ask questions related to the following business aspects: management, personnel, products/services, customers, and location. Next, the workbook reviews the steen is conductive analysis of the steen is conductive analysis. tomers, and location. Next, the workbook reviews the steps in conducting a competitive analysis and developing a marketing strategy. The next sections deal with financial issues, including preparing a personal financial statement, sales forecasting, determining the cost of goods sold, calculating labor-related and nonlabor operating expenses, planning purchases of capital equipment, estimating start-up expenses, projecting income and cash flow, deciding upon sources and uses of financing, preparing balance sheets and break-eyen analyses, and seting balance sheets and break-even analyses, and set-ting up a timetable. A checklist and sources of information conclude the workbook. The Spanish translation follows the English version. (UCM)

JC 880 029

Otis, John W., Comp.

Your International Business Plan. A Workbook.
Oregon Small Business Development Center Net-

work, Eugene.

Spons Agency—Oregon State Dept. of Education,
Salem.; Small Business Administration, Portland, OR.

Pub Date-Aug 86

Note—59p.

Available from—Oregon Small Business Development Center Network, 1059 Willamette St., Eu-

gene, OR 97401.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors— Adult Education, Business, \*Business Administration, \*Business Education, Capitalism, Exports, \*International Trade, Marketing, \*Planning, \*Small Businesses, Workbooks

\*Planning, \*Small Businesses, Workbooks

\*Planning, \*Small Businesses, Workbooks

\*The Company of the Co

talism, Exports, "International Trade, Marketing, "Planning, "Small Businesses, Workbooks Designed for firms who are seriously interested in expanding their business into international trade and who want to evaluate their prospects and potential for success, this workbook guides the reader through the steps in preparing an international business plan. Introductory sections explain how to use the workbook, offer a summary outline of an international business plan, and discuss the importance of planning. The next sections provide worksheets covering the following planning aspects: goal setting, the purpose of entering international business, the characteristics of the industry, methods of exporting, international skills, personnel, products/ the characteristics of the industry, methods of ex-porting, international skills, personnel, products/ services, targeting markets and customers, support functions, competitive analysis, marketing strategy, sales forecast, cost of goods sold, international over-head expenses, projected income statement for the first 5 years, financial strategy, break-even analysis, timetable, and summary. Sources of information, an evaluation sheet, a glossary of relevant terms, and a sample freight worksheet are included. (EJV)

ED 289 567

JC 880 030

Pryor, Chris Small Business Marketing: A Workbook for Small

Businesses in Oregon. Oregon Small Business Development Center Network, Eugene.

Spons Agency—Oregon State Dept. of Education, Salem.; Small Business Administration, Portland, OR.

Note—64p.; For other workbooks in this series, see JC 880 026-031.

Available from—Oregon Small Business Develop-ment Center Network, 1059 Willamette St., Eu-gene, OR 97401 (\$10.00, plus \$1.00 postage and handling per book). gene, OR 9/401 (Savery Landling per book).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Ault Education, \*Advertising.

Descriptors—Adult Education, \*Advertising,
\*Business Administration, \*Business Education,
Business Skills, Entrepreneurship, \*Marketing,
\*Public Relations, Resource Materials, \*Small
Businesses, Workbooks

"Public Relations, Resource Materials, "Small Businesses, Workbooks This workbook was prepared for those interested in starting their own business, as well as business owners with many years experience who have never developed an organized promotional program. Introductory sections explain how to use the workbook and stress the need for promotion. The next sections outline the steps and ask users to respond to questions related to the following aspects of marketing: (1) review of current marketing activities; (2) marketing research; (3) advertising; (4) establishing promotional priorities; (5) matching objectives to the product lifecycle; (6) the progression of advertising; (7) market positioning; (8) advertising media and their advantages and disadvantages; (9) using media in an advertising mangain; (10) developing a fact sheet for use in advertising; (11) developing an effective advertising message; (12) isolating the important elements for advertising copy; (13) developing a strategy worksheet; (14) planning for public relations; (15) monitoring public relations tools; (17) developing an action plan for asles; (18) preparing printed asless materials; (19) developing an action plan for asles; (18) preparing printed sales materials; (19) developing an action plan for passive sales; (20) promotional incentives; (21) budgeting; (22) working with consultants and agencies; and (23) setting up a timetable. A list of resources to use in promotional planning is included. (UCM)

ED 289 568 JC 880 031

Compton, Clark W.
Financing Your Small Business: A Workbook for
Financing Small Business.
Oregon Small Business Development Center Net-

work, Eugene.

Spons Agency—Oregon State Dept. of Education,
Salem.; Small Business Administration, Portland,

Pub Date-86 ote—64p.; For other workbooks in this series, see JC 880 026-030.

Available from—Oregon Small Business Develop-ment Center Network, 1059 Willamette St., Eugene, OR 97401 (\$10.00, plus \$1.00 postage and

handling per book).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Banking, "Business Education, "Credit (Finance), "Economic Opportunities, Entrepreneurship, "Financial Support, "Small Businesses, Workbooks

Designed to assist established businesspeople with the development of a loan proposal, this workbook offers information on sources of financing and step-by-step guidance on applying for a loan. After chapter I discusses borrowers' and lenders' attitudes towards money, chapter II offers suggestions for determining financial needs. Chapter III lists a variety of possible sources of funding, including relative of possible sources of funding, including relatives ety of possible sources of funding, including relatives and friends, venture capital companies, tives and friends, venture capital companies, personal assets, insurance policies, credit unions, suppliers and customers, factoring companies, banks, savings and loan associations, the Small Business Administration, certified development companies, and leasing companies. Chapter IV presents a sample loan proposal and worksheets corresponding to the following proposal sections: application, guarantee, purpose, repayment, collateral, financial data, comments regarding financial data and forecast, financial data guarantor, comments regarding financial data guarantor, instory and operations, and cast, financial data guarantor, comments regarding financial data guarantor, history and operations, and conclusion. Chapter V offers suggestions on making the loan presentation, including guidance on determining who will make the presentation, finding the appropriate lending institution and loan officer, preparing and rehearsing, and making the presentation. Chapter VI presents concluding comments. (UCM)

ED 289 569 JC 880 032

ED 289 509
Wright, Frank W., Comp. Garthwaite, Elloyse M.,
Comp.
Planning for Institutional Effectiveness.
Delgado Coll., New Orleans, La. Pub Date-86

Pub Date—86
Note—93p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—\*Administrator Guides, \*College Administration, \*College Planning, Community Colleges, \*Management by Objectives, Program Descriptions, \*School Effectiveness, Two Year

Identifiers-Strategic Planning

Identifiers—Strategic Flamming
Drawing from the experiences of Delgado Community College (DCC) in Louisiana, this manual
offers guidance on choosing and implementing an
institutional planning system. Section 1 offers introoffers guidance on choosing and implementing an institutional planning system. Section 1 offers introductory comments on planning, educators' reluctance to embrace the management systems of the private sector, and the growing recognition of the importance of planning. Section 2 examines factors to be considered in choosing a planning system, reviews reasons for planning, and describes components of the planning system. Section 3 describes the planning system developed at DCC. This section includes background information on the coltege, its administrative structure, its priorities and subsidiary goals and objectives, its adoption of competency-based education as the technique best suited to its objectives, and the components of DCC's comprehensive, integrated, consistent, and flexible planning system. Section IV describes the tools used at DCC to ensure that the planning system is functioning amoothly, including manuals (i.e., operational guidelines, a faculty handbook, an advising manual, an administrative procedures manual, and an organizational manual; DCC Management Issuances, which describe official policies; a comprehensive evaluation process; the annual budget; and a records retention schedule. Appendices provide sample pages from several of these documents. (UCM)

ED 289 570

JC 880 033

JC 880 033

Cutter, Edward
Outline for Establishing a Small Business Training
and Assistance Center.
Oregon Small Business Development Center Network, Eugene.
Pub Date—84
Notes—76

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

ports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business Administration, \*Business
Education, Community Involvement, Entrepreneurship, Guidelines, Postsecondary Education,
\*Program Development, \*School Business Relationship, \*Small Businesses, Technical Assistance

Identifiers—\*Small Business Centers
The establishment of a small business training and
assistance center involves the following steps. First,
select a task force to determine the feasibility of establishing a center by conducting preliminary needs and resource assessments. Second, involve needs and resource assessments. Second, involve the community as early as possible in the planning and development of the center by such means as holding community forums or establishing an advis-ory council. Third, design the program in terms of: (1) basic services to be provided (e.g., short- and long-term counseling, training, small business man-agement, farm business management); (2) facilities; (3) resources to be provided (e.g., library materials. agement, farm business management); (2) facilities; (3) resources to be provided (e.g., library materials, reference materials, computers, audiovisual equip-ment, videotapes, and software); (4) referral ser-vices to private and public sector service providers; (5) staffing needs; and (6) in-service training. Fourth, conduct internal and external resource as-sessments to determine what college resources can be provided and what community, state, federal, and private grant sources can be tanged. Pith, conand private grant sources can be tapped. Fifth, con-duct internal and external marketing efforts. Sixth. design recordiceping and reporting procedures. Fi-nally, develop good evaluation methods and proce-dures to document economic impact. (UCM)

E.D 269 571 JC 880 034
Carbone, Gilbert J.
The 1986 Literacy Tutor Coordination Program: A
Report to the Legislature Pursuant to Chapter
312, Laws of 1986 ESSB 4762).
Washington Office of the State Superintendent of
Public Instruction, Olympia.; Washington State
Board for Community Coll. Education, Olympia.
Pub Date—3 Dec 87

Pub Date—3 Dec 87

Note—17p.

Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Adult Basic Education, "Adult Literacy, "Adult Students, Community Colleges, Financial Support, "Literacy Education, Reading Achievement, State Programs, Student Characteristics, "Tutorial Programs, Two Year Colleges, "Voluntees"

"Volunteers
Identifiers—"Washington
A \$100,000 appropriation for fiscal year 1986 directed the Washington State Board for Community
College Education and the state's Superintendent of
Public Instruction to establish a pilot program for coordinating the efforts of volunteer literacy tutors Coordinating the electric of volunteer intersy tutors. The 12 projects funded by the program recruited and trained 1,473 volunteer tutors and provided literacy services to 2,174 clients at an average cost of \$46 per client. Project funds supported part-time tutor coordinators who trained the volunteers and matched them with clients. Statistics gathered on matched them with clients. Statistics gathered on the tutoring clients revealed the following: (1) the average age of the clients was 33 years; (2) 51% were married and most had family responsibilities; (3) 37% were employed, and only 4% were receiving job training; (4) 45.2% had received their prior schooling in Washington; (5) 36.5% were immigrants or refugees; and (6) four-fifths of the clients had reading ability at or below the sixth-grade level when entering the program, and 4% read at above the eighth-grade level. Evidence from one sponsored literacy project indicated that as few as 50 hours of eighth-grade level. Evidence from one sponsored literacy project indicated that as few as 50 hours of tutoring could produce an average gain in reading ability of approximately one grade level. Other outcomes of the program included creating a greater awareness of literacy problems in local communities and developing occupantive relationships among literative relationsh awareness of interacy problems in local communities and developing cooperative relationships among literacy service providers in those areas. Funding information, quoties regarding the projects and the illiteracy problems in Washington, and the authorizing legislation for the project appropriations are appended. (UCM)

JC 880 035

Hall, Laura T. Curriculum Study: Nursing Program for an Associ-ate in Science Degree. Pub Date—28 Jan 87

Pub Date—28 Jan 87

Note—21p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PO1 Plus Pestage.

Descriptors—\*Associate Degrees, "College Curriculum, Community Colleges, Curriculum Guides, Degree Requirements, \*Nursing Education, Required Courses, Two Year Colleges

A description is provided of the associate degree nursing curriculum at a hypothetical community college located in a residential community in Cali-

fornia. After providing background on the college and a rationale for the provision of nursing educa-tion at the institution, the goals and objectives of the college and its department of nursing are outlined, including specific objectives for the associate degree in nursing (ADN) program. Following a description of the the students for whom the program is in-tended, an annotated list of the courses in the ADN roorgam is presented, covering seneral college reprogram is presented, covering general college re-quirements, program prerequisites, and the seme-ter-by-semester course sequence. The final sections outline procedures for implementing the new curric-ulum, evaluating the program, and revising the cur-riculum. (UCM)

ED 289 573 JC 880 037

JC 880 03'
Deavers. Ken Halpin, Gerald
An Assessment of Student Development Programs
at Public Community, Junior, and Technical
Colleges in Alabama.
Pub Date—13 Nov 87
Note—281. Pages 2016

Pub Date—13 Nov 87
Note—28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 13, 1987).
Pub Type— Reports—Evaluative (142)—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Padministrator Attitudes, Community Colleges, \*Counseling Services, Extracurricular Activities, Job Placement, Program Effectiveness, Program Evaluation, School Registration, State Surveys, \*Student Attitudes, Student Development, Student Francial Adv. \*Student Personnel Services, \*Student Personnel Workers, \*Teacher Attitudes, Two Year Colleges Identifiers—"Alabama
A study was conducted to determine the differences in the perceptions of administrators, student

Identifiers—\*Alabama
A study was conducted to determine the differences in the perceptions of administrators, student development practitioners, faculty, and students with respect to the effectiveness of selected student services in two-year colleges in Alabama. A survey instrument, requesting respondents to express their agreement or disagreement with 57 statements regarding registrar functions, financial aid and job placement, guidance and counseling, student activities, and special services, was completed at 36 of the 41 two-year colleges in the state. Of the 1,337 questionnaires administered, 1,094 or 81.8% were completed and returned. Study findings included the following: (1) administrators, student development practitioners, and students did not give significantly different ratings to registrar functions, financial aid and job placement, guidance and counseling, and special activities; (2) administrators and student development practitioners gave significantly lower ratings to special services than faculty and students (3) faculty members perceived registrar functions less positively than student development practitioners, administrators, and students; and (4) students perceived the effectiveness of registrar functions, financial aid and job placement, student activities, and special services functions more negatively than administrators and student development practitioners. (UCM)

ED 289 574 JC 880 043 Career and Educational Interests of Johnson County Public High School Students. Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Pub Date-Sep 87

Note—36p.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Question-

cal/Quantitative Data (110) — 1ests/Quesion-naires (160)

EDRS Price - MP01/PC03 Plus Postage.
Descriptors—College Bound Students, College Choice, Enrollment Influences, Females, Grades (Scholastic), High Schools, "High School Street, Adea, Questionnaires, School Surveys, "Student Characteristics," Student Educational Objectives, Student Employment, Student Needs, Terminal Students, Vocational Education, "Voca-sional Interests."

Terminal Students, Vocational Education, "Vocational Interests In 1987, a study was conducted by Johnson County Community College (Kansas) in cooperation with local public school districts to determine the career and educational interests of the county's public high school students. Surveys were administered in class to 11,477 freshmen, sophomores, juniors, and seniors, requesting information on high school and work experiences, high school vocational/technical program interests, future plans, and college/university preferences. Study findings, based on a 68% response rate, included the following: (1) over 90% of all respondents gave a positive

evaluation to their high school preparation; (2) over 50% of the respondents indicated that they needed more help in "gaining practical work experience in career field," "developing effective learning strate-gies," "securing scholarships or financial aid," and "selecting a career or college major"; (3) over 60% described their individual high school program as preparation for a job; (4) almost 60% worked part-time while in high school; (5) 47% of the students who earned mostly A's and 71% of students who earned mostly A's and 71% of students who earned mostly A's and 18 help jobs while in high school; (6) more males than females held jobs while in high school; (7) 65% of the female students and 56% of the males planned to attend college full-time during the first (?) 65% of the ternale students and 56% of the maises planned to attend college full-time during the first year after high school; and (8) about half of the students who indicated an intention to attend a spe-cific college chose an out-of-state institution. The survey instrument is appended. (UCM)

JC 880 044

Drea, John T. Armistead, L. Pendleton Serving Distant Learners through Instructional Technologies. echnologies. in Wood Con munity Coll., Quincy, Ill.

Pub Date-Jan 88

Pub Date—Jan 88

Note—15p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Community Colleges, \*Computer Oriented Programs, \*Delivery Systems, \*Distance Education, \*Educational Technology, Individualized Instruction, Noncampus Colleges, \*Rural Education, \*Telecourses, Two Year Colleges

Lohn Wood Community College (JWCC) serves a

John Wood Community College (JWCC) serves a district population of approximately 90,000 in a pre-dominantly rural section of west-central Illinois. In dominantly rural section of west-central litmos. In a effort to address the needs of the rural long-distance learner, JWCC has implemented a variety of instructional delivery techniques. Since its inception, JWCC has contracted with other area colleges and proprietary schools to provide education to JWCC students. JWCC students attend class with function? "native" students of contracting institutions, yet pay the low tuition and fees of JWCC. This allows JWCC to access quality instruction without duplication of facilities and manpower. A second innovation or facilities and manpower. A second innova-tive delivery method is represented by JWCC's developed Open Learning Centers, which feature open-entry/open-exit courses taught with a mastery learning design. The centers utilize media-based materials (audio and video taped materials and computer-assisted instruction) to individualize instruc puter-assisted instruction) to individualize instruc-tion in a wide range of courses for over 1,400 students each year. In addition to existing programs, JWCC is making plans to: (1) deliver college courses to rural communities via the computer, modems, and telephone lines; (2) promote the use of new computer-aided design/computer-aided manufac-turing (CAD/CAM) technology by local industries by introducing a CAD/CAM lab at a local business incubator; and (3) expand its use of a regional edu-cational television network, which offers recorded elecourses that can be received in the bome via telecourses that can be received in the home via cable television and an interactive televised microwave network which allows two-way communica-tion between network sites. (UCM)

## PS

ED 289 576 PS 016 428 Alternatives in Early Childhood Care and Educa-tion. Report of the Bernard van Leer Foundation, 1984-1985.

Bernard Van Leer Foundation, The Hague (Netherlands).

Note-87p. Available from-Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, The Neth-

erlands.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors— "Child Welfare, Developed Nations,
Developing Nations, "Early Childhood Education, Financial Support, Foreign Countries, "International Programs, Minority Groups,
Multicultural Education, Program Descriptions,
"Rural Education, "Urban Education
The Bernard van Leer Foundation is dedicated to
early childhood education and care of socially and
culturally disadvantaged children. Part one of this

report from the Foundation includes a brief biograreport from the Foundation includes a brief biography of the founder, an account of the Foundation's origins and development, and an introduction. In part two, a global review of program developments is followed by summaries of the more than 100 projects supported by the Foundation during 1984-1985, and a review of dissemination and information activities. Also included are six special reports which describe in detail the work and achievements of projects in Kenya, Malaysia, Israel, The Netherlands, Sweden, and Peru. Part three presents the Foundation's financial report and accounts for 1984 and 1985. The report is amply illustrated with black and white and color photographs and other graphics. (PCB)

PS 016 879 Indergarten: Arkansas Public School Course Con-tent Guide.

ansas State Dept. of Education, Little Rock.

Pub Date—[87]
Note—16p.; For related documents, see PS 016
880-881.

880-881.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Curriculum Development, "Educational Objectives, Elementary School Curriculum, Guidelines, "Kindergarten, Primary Education, State Curriculum Guides, State Programs

State Curriculum Guides, State Programs Identifiers—"Arkanass Guidelines are offered as a framework on which a kindergarten curriculum can be built. These guide-lines include a list of desirable outcomes of an effecintes include a list of desirable outcomes of an effec-tive kindergarten program and instructional guidelines for learning activities in (1) art; (2) health, nutrition, and safety; (3) language arts; (4) music; (5) physical education; (6) science; and (7) social studies. The material provided in each subject matter area includes lists of basic and developmental skills, and abilities related to higher level objectives. (RH)

Grades 1-3: Arkansas Public School Course Content Guide.

tent Guide.

Arkansas State Dept. of Education, Little Rock.

Pub Date—[87]

Note—44p.; For related documents, see PS 016

879-881.

879-881.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors— Basic Skills, "Curriculum Development, "Educational Objectives, 'Enrichment Activities, Grade 1, Grade 2, Grade 3, Guidelines,

\*Minimum Competency Testing, Primary Educa-tion, \*Public Schools, State Programs Identifiers-\*Arkansas

Provided as a framework for use in curriculum development are Arkansas' course content guides for the primary grades one, two, and three. At each grade level, language arts, mathematics, and reading skills have been identified at three instructional levels: basic, developmental, and extensional. Basic skills are those which all students must master. They are also the skills on which Arkansas' Minimu are also the skills on which Arkansas' Minimum Performance Test items are based. Developmental skills are those beyond basic which should be introduced and taught by teachers, but not necessarily mastered by all learners. Often developmental skills at one grade level are basic skills at a later grade or an advanced course. Extensions, which stress higher order thinking, processing, and problem solving skills, suggest ways teachers can broaden student learning at a given grade level without introducing additional basic skills from subsequent grade levels. When required by the nature of the subject, skills are sequenced by grade. (RH)

Grades 4-6: Arkansas Public School Course Cotent Guide.

sas State Dept. of Education, Little Rock. Pub Date-[87]

Note 82p.; For related documents, see PS 016 879 and PS 016 880.

and PS 016 880.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plas Postage.

Descriptors—Basic Skills, "Curriculum Development, "Educational Objectives, Elementary Education, "Enrichment Activities, Guidelines, Intermediate Grades, Language Arts, Mathematics Instruction, "Minimum Competency Testing, "Public Schools, Reading Instruction, Science Instruction, Social Studies, State Programs

Identifiers—"Arkansas
Provided as a framework for use in curriculum

Provided as a framework for use in curriculum

RIE MAY 1988

development are Arkansas' course content guides for the intermediate elementary grades four, five, and six. At each grade level, language arts, mathematics, reading, social studies, and science skills have been identified at three instructional levels: basic, developmental, and extensional. Basic skills are those which all students must master. They also include the skills on which Arkansas' Minimum Performance. Test items are hased. Developmental include the skills on which Arkansas' Minimum Performance Test items are based. Developmental skills are those beyond basic which should be introduced and taught by teachers, but not necessarily mastered by all learners. Often developmental skills at one grade level are basic skills at a later grade or in an advanced course. Extensions, which stress higher order thinking, processing, and problem solving skills, suggest ways teachers can broaden student learning at a given grade level without introducing additional basic skills from subsequent grade levels. When required by the nature of the subject, skills are sequenced by grade. (RH)

PS 016 919

Szanton, Eleanor Missing Links: The Relation of Research to Policy

for Infants.

Pub Date—Apr 87

Note—11p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Advocacy, \*Child Caregivers, \*Culture Lag, Early Childhood Education, Federal Legislation, \*Individual Development, \*Infants, Information Dissemination, Intervention, Parent Teacher Cooperation, Prevention, \*Public Policy, Social Action

A sketch of some of the major advances in the field of infant development precedes a discussion which points out five policy implications of the research findings and explores the paradox that public policy lags far behind the current improved state of the policy lags. The person for excitable the finding of the person for excitable the person for excita policy lags far behind the current improved state to knowledge. Reasons for societal lack of attention to the needs of infants and for the worsening conditions are apposed are specified, as the needs of infants and for the worsening condi-tions to which infants are exposed are specified, as are encouraging signs of increased attention to prob-lems facing infants. Listed are concrete examples of such changes, including conferences and publica-tions providing examples of early prevention and intervention programs, statewide publicity efforts, and cover stories on infant day care in nationally distributed magazines. Concluding remarks focus on what researchers can do as advocates in order to move policymakers to take action, and to influence the impact of an amendment to the Education of the Handicapped Act (PL-94-457), and federal legisla-tion, called SOBRA. This legislation allows states to offer Medicaid to families with children up to 2 years of age whose incomes are less than the na-tional poverty level and who do not receive welfare services. (RH)

ED 289 581

PS 016 944

Over a Barrel: Working Mothers Talk about Child

Cent. NY. nter for Public Advocacy Research, New York,

Spons Agency—Ford Foundation, New York, N.Y.; New York State Dept. of Social Services,

Albany.
Pub Date—Sep 87
Note—57p.
Available from—Center for Public Advocacy Research, Inc., 12 West 37 Street, New York, NY 10018 (\$5.00).

Pennyls - Research (143)

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Day Care, Early Childhood Education, "Employed Parents, Family Life, "Family Problems, "Parent Attitudes, "Selection, Social

Problems, "Parent Attitudes, "Selection, Social Change
Identifiers—Social Needs, "Social Policy
Transcribed audiotapes were analyzed to identify
themes and patterns of perception in the opinions of
24 working mothers who discussed their employment, child care arrangements, and families. Parents
in four discussion groups spoke freely. Their comments are reported in sections focusing on parentchoice of child care arrangements, methods used to
choose child care arrangements, ways in which parents combine child care arrangements, and the
changing patterns of child care. Findings show that
parents operate on assumptions that do not neces-

sarily correspond to the realities of child care policy, and policymakers operate on assumptions that often do not correspond to the realities of family life. It is concluded that the discontinuities revealed in the data reflect the fact that neither national nor statewide systems of child care presently exist; what does exist is a patchwork of different rules and regula-tions which apply to different situations under varynoise which apply to differ a students and the vary-ing circumstances, but not comprehensively. Policymakers' recourse to expediency has led to confusion rather than a coherent overall plan for providing parents with a

PS 016 978

Fair Loy Sol.

Glossop, Robert

Family Time or Prime Time? Jobs, Leisure and
Relationships in the 1980's.

Vanier Inst. of the Family, Ottawa (Ontario).

Pub Date-11 May 86

Note—24p.; Paper presented at the Conference of the British Columbia Recreation Association and the National Recreation and Parks Association (Vancouver, British Columbia, Canada, May 11,

(Value of the Consumer Consume Descriptors—Consumer Economics, \*Employed Parents, \*Family (Sociological Unit), Family Financial Resources, \*Family Life, Family Mobility, \*Family Problems, Foreign Countries, Home Management, Labor Force, \*Leisure Time Identifiers—Canada

It is important to examine assumptions concerning leisure time and families within the larger contexts of demographic, technological, social, political, economic, and cultural change. Many people assume that individuals have more leisure time now than did their predecessors. While there has been a reduction in the average length of the work been a reduction in the average length of the work week, there has also been an increase in the total number of hours per week that families contribute to the labor force because of the increasing numbers of working women. Leisure time is further decreased by the need to complete household chores in the time available before and after work. Home lives have taken on the routines and time-management techniques of the office and factory. Time for family members to be together is essential to the well-being of the family. Too often programs and policies deny that individuals are in relationships with others and that they have responsibilities oncerning the members of their families. It is time to consider whether conceptions of leisure and recreation have, in the past, unintentionally drawn people away from each other in segregated activities, and whether we can develop programs which will bring people together and build relationships between young and old, men and women, and able and disabled. (PCB)

ED 289 583

PS 016 982

Couchman, Robert
Overtime Mothers, Undertime Fathers.
Vanier Inst. of the Family, Ottawa (Ontario).
Pub Date—Oct 85

Vanier Inst. of the Family, Ottawa (Ontario). Pub Date—Oct 85

Note—8p.; Paper presented at the Anniversary Conference of the Vanier Institute of the Family (Ottawa, Ontario, Canada, October 18-19, 1985). Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Rearing, Dual Career Family, Employed Parents, \*Family Life, Family Problems, \*Family Relationship, Family Structure, Fathers, Foreign Countries, Homemaking Skills, \*Home Management, \*Mothers, \*Parent Participation, \*Sex Stereotypes Identifiers—Canada, \*Equality (Social)

Despite 20 years of hard fought gains to achieve respect as equal participants within the formal economy, the majority of working women have made only marginal progress in obtaining sexual equality within their families. While the roles of men and women within the family have historically been balanced and equitable. Now, however, the majority of women not only perform full-time jobs outside the home, but are also expected to carry primary responsibility for child care and homemaking duties. Not until husbands and wives achieve a proper balance in their household and parenting responsibilities will the struggle for sexual equality be won. (PCB)

PS 017 003 ED 289 584 Core Competencies and Key Skills for Missouri Schools: For Grades 2 through 10. Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Pub Date—Sep 86

Pub Date—Sep 86
Note—168p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01/PC07 Plus Postage.
Descriptors—Civics, \*Core Curriculum, Elementary Secondary Education, English, Language Arts, Mastery Learning, Mathematics, \*Minimum Competencies, Reading, Sciences, \*Skills, Social Studies
Identifiers—Missouri

Social Studies
Identifiers—Missouri
This guide provides a list of learner outcomes for students in grades 2 through 10 that are important for subsequent learning in the associated subject area. Competencies and skills are indicated for the following subject areas: (1) language arts, reading, and English; (2) mathematics; (3) science; and (4) social studies and civics. Each section of the guide includes a list of resources pertaining to the subject area. In addition, procedures for incorporating the listed skills into the local curriculum are presented, along with a statement on promotion and retention policies. (PCB)

ED 289 585 PS 017 006

ED 289 585

ED 289 585

PS 017 006

Liddell. Terry Young, Billie
Pre-School Sexual Abuse Prevention Project.
Seattle City Dept. of Human Resources, WA.
Spons Agency—Department of Health and Human
Services, Seattle, WA. Region 10.
Pub Date—Dec 86
Note—39p.
Pub Type—Reports - Descriptive (141) — Reports
- Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Pay Care Centers, Early Childhood
Education, "Family Day Care, "Inservice
Teacher Education, Outcomes of Education, "Preschool Children, Preschool Curiculum,
"Prevention, Program Descriptions, Program Effectiveness, Program Evaluation, "Sexual Abuse
Identifiers—"Washington (Seattle)
The City of Seattle, in collaboration with two local
agencies, Childhaven and the Committee for Children, implemented a Preschool Sexual Abuse Prevention Project. Over 230 day care providers in 90
homes and centers were trained to implement a prevention curriculum. Providers were trained to teach
over 2,200 preschool children to recognize, resist,
and report incidents of sexual abuse. Providers were
also trained in methods used to: (1) recognize symptoms of sexual abuse; (2) respond to children's
needs; and (3) report abuse to authorities. A goal of
the project was evaluation of the effectiveness of the
curriculum and training. Samples of 155 adults and
183 children from 65 homes and centers completed
survey questionnaires and participated in interviews. These samples represented three levels of
training, namely, none, standard, and enhanced.
Findings suggested that: (1) preschool sexual abuse
training is effective among young children; (2) enhanced training significantly increases childdren's knowledge and skills for either adult caregivers or
children; (4) training, Five attachments provide
minutes of the final meeting of the project advisory
committee, a project overview in tabular form, a
summary report of the project, a news release, and
a draft of an article describing the project. (RH)

ED 289 586

PS 017 009

ED 289 586 PS 017 009

Honig, Alice S

Choosing a Quality Child Care Center: Help for Parents.

Pub Date—87

Note—14p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, \*Day Care Centers, Early Childhood Education, \*Educational Quality, \*Institutional Characteristics, \*School Choice, \*Selection

A 20-item checklist is provided for parents assessed.

A 20-item checklist is provided for parents assessing the quality of day care programs. Items include the following: (1) caregivers nourish children with body snuggling; (2) caregivers arrange safe, interest-

ing learning experiences; (3) caregivers are keen observers; (4) child health and safety needs are met; servers; (4) child health and safety needs are met; (5) teschers encourage competency; (6) language games and book reading are daily activities for all ages; (7) caregivers know how to recognize "the teachable moment" and use it; (8) caregivers are sensitive to the rhythms and tempos of each child; (9) lots of sturdy toys and equipment are available; (10) music, art, and drama activities are appreciated and offered to children; (11) adults have sufficient energy for working with little children; (12) curricuenergy for working with fitte confiders; (12) curriculum and program are planned and plans are available; (13) the program is flexible; (14) caregivers are positive role models; (15) parents are considered partners of the center, not nuisances; (16) caregivers are good "matchmakers" and "dance developmental ladders" well; (17) the child-care facility is tuned tal ladders" well; (17) the child-care factury is tuned into community resources; (18) caregivers continue to learn about child development; (19) caregivers know and use a lot of positive discipline techniques; and, (20) the environment feels happy. A brief explanation of each item is provided. (RH)

PS 017 011

Brougere, Gilles Play, Toys and Television. Pub Date—Jul 87

Note—7p.; Paper presented at the O.M.E.P. (World Organization for Early Childhood Education) World Council and Seminar (Oslo, Norway, July 30-31, 1987).

30-31, 1987).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, Cultural Influences,
"Games, "Play, Television Commercials, "Television Viewing, "Toys
Identifiers—Cultural Change, "Television Role

Identifiers—Cultural Change, "Television Role In Western societies, television has transformed the life, culture, and points of reference of the child. Its particular sphere of influence is the child's play culture. This play culture is not hermetic: it is very oriented toward manipulation; has a symbolic role as a representational medium; evolves along with the child; has a certain amount of autonomy; and is stratified, compartmentalized, and absorbed into the general culture which the child belongs to. Tele-vision provides children with material for games through its fictional inventions and the diverse in through its fictional inventions and the diverse im-ages it presents. Television has become the main supplier of play material. In no way does television suppuer of play material. In no way does relevision stand in the way of play, Instead, it fosters, influences, and structures play. At the same time, play allows the child to adapt certain television material to his or her own requirements. Children's games are partly determined by the objects children have at their disposal. Through commercials, the child discovers both play objects and play situations. The development of television commercials has there-fore considerably influenced the development of This does not mean that the child's ture is wholly determined by television. There is no apparent contradiction between traditional games and those provided by television. (RH)

ED 289 588 PS 017 012

Dorman, Gayl Improving Middle-Grade Schools: A Framework for Action.

North Carolina Univ., Chapel Hill. Center for Early

Adolescence Pub Date-87

Pub Late—57
Note—119p.

Available from—Center for Early Adolescence,
University of North Carolina at Chapel Hill, Suite
223, Carr Mill Mall, Carrboro, NC 27510 (\$7.00).

Pub Type— Reports - Descriptive (141)

EDRS Price - MP01 Plus Postage. PC Not Available from ETDPC

able from EDRS. Descriptors—Case Studies, Criteria, \*Educational Improvement, Elementary Education, Junior High Schools, \*Middle Schools, Preadolescents, Program Descriptions, Program Implementation,
\*School Effectiveness
Identifiers—\*Middle Grades Assessment Program,
Middle School Students

Middle School Students
This monograph describes the Middle Grades Asassament Program (MGAP), presents 11 case studies of schools implementing the program, and offers
experience-based suggestions for school improvement. The MGAP provides an approach to school
improvement that involves training staff to assess
their school on nine criteria, an approach designed
for effectiveness under a wide variety of school
characteristics. Discussion in Chapter I focuses on
reasons why MGAP is an effective approach to

school improvement. Chapter 2 provides 11 case studies which depict the multitude of complex and sometimes elusive factors that shape schools' efforts to improve. To varying degrees, eight of the schools were successful in their improvement efforts. Three exhibited evidence of short-term and long-term improvements attributable to MGAP. In five of the schools, MGAP made significant contributions to short-term improvements, but the prognosis for long-term change was uncertain. The efforts of two schools to implement MGAP were thwarted by either personnel problems or poor management. One schools to implement MGAP were thwarted by either personnel problems or poor management. One achool did not complete the MGAP. Provided in Chapter 3 are eight guidelines for educational change and a discussion of aspects of school improvement, including serendipitous changes; improvement of school climate and instruction; reallocation of existing resources; linkages to district and state mandates; and staff development. (BH)

ED 289 589 PS 017 017

And Others Butler, Joan M.

Buller, Joan M. And Others
Differences in Achievement and Time-on-Task
with Homogeneous and Heterogeneous Ability
Grouping of Second Graders.
Pub Date—Apr 87
Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Academic Achievement, Audiovisual Instruction, Cognitive Style, Comparative
Analysis, "Elementary School Students, Grade 2,
"Heterogeneous Grouping, "Homogeneous
Grouping, Mathematics Achievement, Primary
Education, "Reading Comprehension, "Time on
Task Task

Identifiers-Student Preferences

An exploratory, comparative study of the achievement of 186 homogeneously and heterogeneously grouped second graders found no significant differences in overall achievement in reading and mathematics. However, a significant difference in reading comprehension scores of children in the two groups was found. At low, medium, and high academic performance levels, homogeneously grouped second graders scored significantly higher grouped second graders sort again canny manier in reading comprehension than did heterogeneously grouped students. Children in homogeneous classes also exhibited significantly higher amounts of time-on-task than did children in heterogeneous time-on-task than did children in heterogeneous classes. No difference across groups was found in time-on-task for high level children. If grouped homogeneously, low-achieving and middle-achieving children spent significantly more time-on-task. Time-on-task of second graders in homogeneous groups correlated significantly with their achievement in both reading and mathematics. This relationship was not observed for children in the heterogeneous groups. Among children grouped heterogeneously, but not homogeneously, preferences for auditory-visual learning stimuli were correlated with reading and mathematics achievement. Structure as a preferred learning style was negatively correlated with nomogeneous groups. Refor children taught in homogeneous groups. Re for children taught in homogeneous groups. Re-sponsibility as a learning style was correlated with reading achievement for children taught in hetero-geneous groups. Implications of the findings are dis-cussed. (RH)

PS 017 019

Van Bierkom, Maicolm L.

A Longitudinal Study of the Development of Dichhaptic Lateralization.

Pub Date—Apr 86
Note—10p.; Poster presented at the Annual Meet-

Note—10p.; Poster presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 17-20, 1986). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Age Differences, Elementary School Students, Elementary Secondary Education, Followup Studies, High School Students, \*Lateral Dominance, \*Perceptual Development, \*Sex Differences.

-\*Developmental Patterns, Harris Test

of Lateral Dominance
A follow-up study was made of cross-sectional
research on the development of dichhaptic lateralization. One hundred and eighty students in grades
3, 5, 7, 9, and 11 from two school districts were

tested. Participants were 9 boys and 9 girls from each grade level for each district. Subjects were at least 90 percent right-handed, as determined by the unimanual tests from the Harris Test of Lateral Dominance, and were observed to use the right hand for writing. When subjects were first tested hand for writing. When subjects were first tested one year earlier, the mean age of subjects at each grade level was, respectively, 97, 121, 146, 170, and 192 months. During the treatment phase of the study, subjects sat in front of a wooden box, placed their hands into holes, manually explored two irregular wooden shapes with their fingers for three seconds, viewed a slide projecting a shape for three seconds, and indicated whether one of the shapes they had felt-and with which hand-was the one seconds, and meta-each with which hand-was the one depicted on the screen. The experimental design included verbal and manual response conditions, with 40 trials for each condition. Overall, boys were with 40 trials for each condition. Overall, boys were more accurate than girls, and subjects displayed a left-hand advantage for nonlinguistic shapes on the manual task. Higher order interactions were found which suggested that lateralization develops with age. It is concluded that longitudinal studies will reveal developmental trends in lateralization and that changes in lateralization will be greatest during the early school years. (RH)

Fisher, Rhoda Lee Fisher, Seymour Providing Reliable Information to Parents Pub Date—31 Aug 87

Pub Date—31 Aug 87
Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 31, 1987).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Child Rearing, \*Diffusion (Communication), Information Dissemination, Linking Agents, \*Parent Education, \*Professional Services, \*Psychologists, \*Research Utilization It has been shown that providing meaningful in-

It has been shown that providing meaningful in-formation to parents helps them to make better child rearing decisions. Considerable literature indi-cates that parents will often alter their behavior cates that parents will often after their behavior when they see that improved relationships with their children result. Psychologists have an important role to play in communicating to the public that advice about certain child rearing practices is supported by findings of scientific studies, whereas certain widely accepted ideas about child rearing have proven to be untrue. Trained psychologists will be respected for helping parents who cannot interpret scientific validity. Psychologists who lead the way in presenting fundamental information to parents will increase the status of psychologists in general, as well as that of the field of psychology. (RH)

PS 017 022 ED 289 592

Edit and Sachiyo
Effects of Other Attending on Young Children's
Task Choices.
Pub Date—Jul 87
Non-Jul 12n Paper presented at the Biennial Mee

Note—12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th. Tokyo, Janan. avioural Development (9th, Tokyo, Japan, July 12-16, 1987).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS. Descriptors—\*Difficulty Level, \*Forced Choice Technique, Foreign Countries, \*Peer Influence, \*Performance Factors, \*Social Influences,

\*Young Children
Identifiers—\*Japan
Two experiments investigated causes of children's selection of easy tasks in task choice situations. Experiment 1 probed the effects of experimenter presence on task choices of 55 Japanese children ranging in age from 66 to 76 months, of whom 32 were boys and 23 were girls. A total of 30 subjects were boys and 23 were girls. A total of 30 subjects were assigned to an experimenter attending condition and 25 were assigned to an experimenter absent condition. In the task choice situation, children chose one of three puzzles differing in difficulty level from easy to hard. Findings indicated that young children chose an easy task in the experimenter present condition, and tasks which were other than easy in the experimenter absent condi-tion. Experiment 2 investigated effects of the prestion. Experiment 2 investigated effects of the presence of friends on young children's task choices. Subjects were 25 children ranging in age from 70 to 81 months, of whom 15 were boys and 10 were girls. Stories about a personified rabbit's task choice in the presence and absence of friends were told to subjects in individual test sessions; subjects were asked which task they would choose if they were in the rabbit's situation. In both conditions, subjects chose moderate or difficult tasks. It is concluded that the influence of the presence of others on young chil-dren's task choice depends on who the others are.

ED 289 593

A Guide for Education Coordinators in Head Start.
Creative Associates, Inc., Washington, D.C.
Spons Agency—Administration for Children,
Youth, and Families (DHHS), Washington, DC.

Head Start Bureau.

Report No.—DHHS-OHDS-86-31536; ISBN-1-55672-010-6

Pub Date—Aug 86 Contract—105-85-1522

ote—187p.; For related resource materials, see PS 017 024; for the Spanish version of the guide, see

017 024; for the Spanish version of the guide, see PS 017 025.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—\*Administrator Role, Early Childhood Education, Parent Participation, Personnel Evaluation, \*Program Administration, Program Evaluation, \*Program Implementation, Staff Development, Teacher Supervision Identifiers—\*Project Head Start
This guide addresses the roles and responsibilities of education coordinators in Head Start programs.
The guide covers the key roles of the coordinators.

of education coordinators in Head Start programs. The guide covers the key roles of the coordinator. (I) leading the education component of the program; (2) planning, implementing, administering, and monitoring the educational services; (3) supervising staff; (4) training staff and parents; and (5) evaluating the program. With the exception of the first chapter, which is an overview of Head Start and the education component, each of the eight chapters begins with a statement of the responsibilities of the coordinator, a list of activities to perform and documents to review before reading the chapter, and a self-assessment. Narrative discussions of concepts and strategies related to fulfilling relevent responsiand strategies related to fulfilling relevent responsi-bilities follow. Each chapter concludes with a topi-cal bibliography of annotated resources. (PCB)

PS 017 024 A Guide for Education Coordinators in Head Start:

Resource Papers.
Creative Associates, Inc., Washington, D.C.
Spons Agency—Administration for Children,
Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

Report No.—DHHS-OHDS-86-31537; ISBN-1-55672-011-4

Pub Date—86 Contract—105-85-1522

Note—150p.; For the related guide, see PS 017 023.
Pub Type— Reference Materials (130) — Guides Non-Classroom (055) — Tests/Questionnaires

Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF0L/PC06 Plus Postage.
Descriptors—"Check Lists, Early Childhood Education, "Evaluation Methods, Parent Participation, Personnel Evaluation, "Program Administration, Program Evaluation, "Program Implementation, "Records (Forms), Staff Development, Surveys, Teacher Supervision Identifiers—"Project Head Start

This set of materials is designed to complement the information in "A Guide for Education Coordinators in Head Start." It contains sample forms, checklists, tip sheets, assessment and evaluation

checklists, tip sheets, assessment and evaluation forms, and other materials. The information is arsorms, and other materials. The information is arranged in eight sections which correspond to the chapters in the guide, and includes materials on the role of the coordinator; the planning, implementing, administering, supervising, and evaluating of the education component; and staff and parent training. (PCR)

ED 289 595 PS 017 025 Guia para Los Coordinadores Educativos de Head Start (A Guide for Education Coordinators in Head Start). Creative Associates, Inc., Washington, D.C.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, DC. Report No.—ISBN-1-55672-021-1 Pub Date—Aug 86 Contract—105-85-1522

Note-246p.; For the English version, see PS 017

Language-Spanish

**RIE MAY 1988** 

Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01/PC10 Plus Postage, Descriptors—\*Administrator Role, Early Childood Education, Parent Participation, Person Evaluation, \*Program Administration, Program Evaluation, \*Program Implementation, Staff Development, Teacher Supervision lentifiers—\*Project Head Start

This guide addresses the roles and responsibilities of education coordinators in Head Start programs. The guide covers the key roles of the coordinator: The guide covers the key roles of the coor The guide covers the key roles of the coordinator:
(1) leading the education component; (2) planning,
implementing, administering, and monitoring the
educational services; (3) supervising staff; (4) training staff and parents; and (5) evaluating the educational program. With the exception of the first
chapter, which is an overview of Head Start and the
education component, each of the eight chapters
begins with an outline of the responsibilities of the
coordinator in that role, a list of activities to perform
and Accuments to review before reading the chapcoordinator in that role, a list or activities to perform and documents to review before reading the chap-ter, and a self-assessment. Narrative discussions of concepts and strategies related to fulfilling relevant reponsibilities follow. Each chapter concludes with a topical bibliography of annotated resources. (PCB)

ED 289 596 PS 017 026

Bienia, Nancy
Improving Program Performance through Management Information. A Workbook.
University Research Corp., Bethesda, Md.
Spons Agency—Office of Child Support Enforcement (DHHS), Washington, DC.
Pub Date—Mar 86
Contract—OCSE-600-83-0119
Notes—Id to Agreement of the Child Support Technology.

Pub Date—Mar 86
Contract—OCSE-600-83-0119
Note—141p.; A product of the Child Support Technology Transfer Project.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Check Lists, "Community Programs, Data Analysis, Data Collection, Guidelines, Information Needs, Information Processing, "Management Information Systems, "Program Administration, Program Evaluation, "Program Improvement, Social Services, "State Programs Identifiers—"Child Support, "Child Support Enforcement Services, Report Format Designed specifically for state and local managers and supervisors who plan, direct, and operate child support enforcement programs, this workbook provides a four-part, step-by-step process for identifying needed information and methods of using the information to operate an effective program. The process consists of: (1) determining what information is needed to monitor and evaluate each function; (2) ascertaining what data must be collected to obtain the desired information; (3) displaying the information in a format which can be understood by staff; and (4) analyzing the data. The workbook is organized in two narts. Part I, including chapters I obtain the desired information; (3) displaying the information in a format which can be understood by staff; and (4) analyzing the data. The workbook is organized in two parts. Part 1, including chapters 1 through 5, describes a process for identifying the types of information that should be collected for intake, location, establishment, enforcement, and collection and distribution. Part 2, consisting of chapters 6 through 11, discusses how that information can be used by management to assess the overall performance of an office in the areas of collections, expenditures, cost benefit analysis, and caseload and staffing allocations. Each chapter contains exercises and worksheets which provide practical experience in applying the concepts learned. (RH)

A User's Guide to the Videotapes: "Curriculum in Head Start" and "Individualizing in Head

Creative Associates, Inc., Washington, D.C.
Spons Agency—Administration for Children,
Youth, and Families (DHHS), Washington, DC.
Head Start Bureau.

Head Start Bureau.
Pub Date—Jan 87
Contract—105-85-1522
Note—27p.; For the related guide, see PS 017 023.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Day Care, Definitions, Early Childhood Education, Guidelines, \*individualized Interesting - \*Program Content \*\*Teacher Students

hood Education, Guidelines, "Individualized In-struction," Program Content, "Teacher Student Relationship, "Videotape Recordings, Workshops Identifiers—Head Start Program Performance Stan-dards, "Project Head Start This user's guide concerns audiovisual aids that complement information published in "A Guide for Education Coordinators in Head Start." The guide

was developed to facilitate the varied and effective use of two videotapes concerning the Head Start curriculum and its individualization. The videotapes, "Curriculum in Head Start" and "Individualizating in Head Start requirements and demonstrate how its performance standards are implemented in Head Start programs. This guide provides an overview of the content and format of each videotape, and offers suggestions for introducing the tapes and structuring the viewing of them. The videotapes can be used to orient new staff and volunteers; train classroom staff and volunteers; share the Head Start philosophy and goals; orient new members of a policy council; introduce parents to the Head Start program; and explain Head Start to public school personnel. Handouts for training sessions are included in an appendix and consist of a definition of an ideal curriculum and a list of performance standards for the education component. (RH) was developed to facilitate the varied and effective

ED 289 598

Copple, Carol E. And Others
Path to the Future: Long-Term Effects of Head
Start in the Philadelphia School District.
Administration for Children, Youth, and Families
(DHHS), Washington, DC. Head Start Bureau.
Pub Date—Sep 87

Pub Date—Sep 87

Note—33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, \*Attendance Patterns, \*Day Care, Early Childhood Education, Educational Policy, \*Grade Repetition, Group Testing, \*Outcomes of Education, \*School Districts, Student Participation
Identifiers—\*Philadelphia School District PA, \*Ponicet Head Start

\*Project Head Start

An investigation was made of standard, nonex-perimentally administered Head Start programs in the Philadelphia School District. Findings replicate An investigation was made of standard, nonexperimentally administered Head Start programs in
the Philadelphia School District. Findings replicate
and extend past findings that Head Start children
more often avoided serious school problems than
did control children. Head Start children were less
frequently retained as they moved through the elementary grades. In later grades, they had better attendance rates and missed fewer standardized tests
than did comparison children. The Philadelphia
data also confirm the consensus of past Head Start
and other intervention studies in finding little or no
lasting effect of early childhood programs on
achievement test scores. After a brief introduction
to the Philadelphia study in Chapter II, describes the data base and explains how findings
are presented and interpreted in the report. The
principal findings of the Philadelphia study are summarized in the next two chapters; Chapter III concerns students' absences and participation in testing
programs, and Chapter IV reports on retention in
grade and achievement test performance. Chapter V
discusses how Head Start produces lasting effects
and considers policy implications of the Philadelphia findings and other research results. (RH)

Hartup, Willard W. Laursen, Brett Friendship and Conflict: Synergies in Child Devel-

Priesdship and Conflict: Synergies in Child Development.
Pub Date—Jul 87

Note—18p.; Paper on which poster was based was presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Affective Behavior, Aggression, \*Conflict, \*Priendship, \*Pere Relationship, \*Preschool Children, Preschool Education, Social Behavior, Aggression, \*Preschool Children, Preschool Education, Social Behavior, \*Postage Papers (1988).

Identifiers-\*Conflict Management, \*Negotiation

This paper, which probes current knowledge about the role of conflict in the formation and mainabout the role of conflict in the formation and maintenance of children's friendships, presents results of an observational study of the spontaneous conflicts of nursery school children. Observed were 26 males and 27 females from two classrooms in a university's nursery school and one classroom in a child care center. Mean age of the sample was 4 years, 5 months. Focal children were observed over 10 weeks during play for 6-minute segments. Observers' descriptions of each child's activities were recorded. Priendship status was assumed whenever a child spent 25 percent or more of observed time with a given peer. Subjects were categorized as mutual friends, unilateral friends, or neutral dyads. Coders identified instances of conflict and conflict components; the latter included precursors, issues, resolution strategies, emotional intensity, outcome, presence or absence of aggression, subsequent proximity, and subsequent interaction. While contexts of conflict and issues of disagreement did not differ according to friendship status, friends used negotiation more frequently than did nonfriends. Friends also effected more equivable autocomes, had less inalso effected more equitable outcomes, had less in-tense conflicts, and more frequently maintained proximity and continued interaction. Conflicts involving unilateral relationships resembled those which occurred between neutral associates in modes of resolution, but unilateral peers' subsequent interaction was similar to that of mutual friends. (RH)

ED 289 600

Stoops, John A. Maria Montessori: An Intellectual Portrait.
Maria Montessori: An Intellectual Portrait.
Pub Date—30 Oct 87
Note—11p.; Paper presented at the Convention of the American Montessori Society (Boston, MA, October 30-November 1, 1987).

October 31-November 1, 12017.
Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographies, Cognitive Development, Early Childhood Education, Educational History, \*Educational Theories, Elementary Education, \*Montessori Method, Moral Development, Religious Factors, Vanne Children

Method, Moral Development, Rengious Pactors, Young Children Identifiers—"Montessori (Maria)
This article examines Maria Monteasori's ideas on education and young children with specific reference to: (1) the nature of the child; (2) the religious dimension of her ideas; (3) other philosophical ideas which support Montessori's approach to educating young children; (4) cognitive development in young children; (4) cognitive development in young children; (4) cognitive development in young children; (3) the moral dimension of education.

ED 289 601 PS 017 035

ED 259 601

PS 017 035

Spies, Carolyn And Others

Developmental Changes in Children's Ability To

Solve Spatial Transformation Problems.

Pub Date—Apr 86

Note—22p.; Paper presented at the Southeastern

Conference on Human Development (Nashville,

TN, April 3-5, 1986).

TN, April 3-5, 1986).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Age Differences, \*Elementary School
Students, Grade 1, Grade 3, \*Individual Develop-Students, Grade 1, Grade 3, "Individual Develop-ment, "Perspective Taking, Primary Education, "Problem Solving, "Spatial Ability Identifiers—"Representational Thinking, "Spatial Transformation Task

Results of two experiments support the finding of developmental change in the role of representation in perspective-taking tasks. Experiment 1, which involved 80 first-grade students with a mean age of 6.5 years, crossed task characteristics and response modes. Subjects either imagined an observer's movement around a fixed array or imagined an array rotating on its vertical axis. They responded by either selecting an array model showing the observer's view or naming an item in the array which would occupy a specified position. Findings of ex-periment I differed markedly from results of previ-ous research, particularly in the difficulty of the observer movement task with the item naming reobserver movement task with the item naming re-sponse at all degrees of rotation. In experiment 2, the task performance of 20 third-grade students in the two observer movement conditions replicated previous findings of Huttenlocher and Presson (1973, 1979). Comparisons of the data from exper-ments 1 and 2 revealed a significant interaction of grade and condition: first graders had markedly greater difficulty with observer movement problems with item questions than did third graders. Results are discussed. An 88-item reference list is ap-

ED 289 602

PS 017 036

Spies, Carolyn Play, Problem Solving and Creativity in Young

Children.
Pub Date—Apr 87
Note—46p., Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage. Descriptors—\*Creativity, Creativity Research, Hypothesis Testing, Meta Analysis, \*Play, \*Problem Solving, Statistical Data

Solving, Statistical Data Meta-analyses of the hypotheses that relationships exist between play and problem solving, and between play and creativity, were conducted. The data set for the meta-analyses included studies designed to investigate the relationship between play and fluency or originality, or between play and problem-solving behavior. The meta-analyses of creativity studies reveal a small but significant relationship between play and originality for familiar objects, but not for unfamiliar objects, and no relationship between play and fluency. The meta-analysis of problem solving studies showed heterogeneous effects for the total sample. About 100 references are listed. Appendixes include a discussion of the meta-analytic procedures used, and cussion of the meta-analytic procedures used, and tables which present data from the studies analyzed.

ED 289 603

Klein, Helen Altm

PS 017 037

Relin, Helen Altman
Temperament and Adjustment Relationship: Israeli and American Preschoolers.
Pub Date—Apr 87
Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MFBI/PC01 Plus Postage.
Descriptors—\*Adjustment (to Environment), Cross Cultural Studies, "Cultural Context, Cultural Differences, Cultural Influences, Day Care Centers, Early Childhood Education, Foreign Countries, "Personality, Personality Measures, "Preschool Children, "Social Values Identifiers—Israel, United States
Forty caregivers in five child care centers in Israel

Forty caregivers in five child care centers in Israel and seven centers in the United States were asked to complete the Teacher Temperament Questionnaire about the children in their care. Total numbers of children participating were 108 Israeli children and 132 American children. Caregivers were first asked to describe an ideal child, and then to collect actual temperament ratings for children in the center. Caregivers also completed the Adjustment Ranking Scale to rank children on peer adjustment, adjustment to program, and adjustment to adults. Croascultural differences were found in the ideals held by caregivers, and in temperament-adjustment relationships. In addition, reported actual temperaments of the children varied between the two groups and between genders. Data tables are provided. (PCB) Forty caregivers in five child care centers in Israel

PS 017 038

Yoder, Paul J. Kaiser, Ann P. Exploring the Indirect Routes by Which Maternal Speech Predicts Later Child Language Develop-

Pub Date-Oct 87

Note—28p.; Paper presented at the Annual Boston University Conference on Child Language Devel-opment (12th, Boston, MA, October 23-25,

opment (12th, Boston, MA, October 23-25, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Language, Correlation, Infants, \*Language Acquisition, Longitudinal Studies, Mothers, \*Parent Child Relationship, \*Predictor Variables, \*Research Design Identifiers—Child Influence, \*Indirect Effects (Causal Modeling)

Since research indicates that young children influence their mothers and that mothers may exert indirect influences on their children's language learning, this correlational, longitudinal study was conducted to identify indirect routes through which early maternal speech was related to later child language development. Participants were 10 children in Brown's early stage 1 of language learning and the children's mothers. Mean chronological age of the children when the study began was 22 months; their mean length of utterance was 1.13. For each mother and child dyad, two free-play sessions occurring 5 months apart, here called time 1 and time 2, were videotaped in the subjects' homes. Pragmatic language use by mothers was coded from time 1 sessions. Child language level was coded at both sessions. Findings indicated that six of the eight correlations between mother interaction style and later child language development could be ex-

plained through a common relation with a child language variable at time 1. Results indicated that a mother-driven, direct influence model may be inappropriate for many mother speech-child language development relationships. Concluding remarks present logical arguments demonstrating that child-driven and mother-driven models explaining the indirect relationships are equally feasible. (RH)

PS 017 039

PS 017 0:
Portes, Pedro R. And Others
Assessing Child Rearing Style in Ecological Settings: Its Relation to Culture, Social Class, Early
Age Intervention and Scholastic Achievement.
Ps 017 02:

Pub Date—[84]
Note—27p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—"Academic Achievement, Adolescents, Blacks, "Child Rearing, Developmental Programs, "Discipline, Individual Development, Intellectual Development, Intervention, Lower Class, Middle Class, Mothers, Parent Child Relationship, "Pacial Differences, Research Methods

Class, Middle Class, Mothers, Parent Child Rela-tionship, "Racial Differences, Research Method-ology, Social Differences, Whites Identifiers—Process Research Fifty-four middle and lower class, black and white adolescents were observed interacting with their mothers during a discussion of seven child rearing problems. Maternal references to a range of disci-plinary measures were identified, analyzed, and re-stated to the subjects' scholastic performances. A plinary measures were identified, analyzed, and re-lated to the subjects' scholastic performances. A factor analysis of process measures confirmed ear-lier findings based on self-report data concerning arental disciplinary style. Low socioeconomic sta-tus (SES) mothers who participated in an early age intervention and upper middle class mothers tended to be less punitive than those in the low SES un-treated group. Black mothers were less permissive than those in the white group. Parental disciplinary style was found to be significantly related to school performance. Results are discussed in terms of: (1) performance. Results are discussed in terms of: (1) the development of methodological procedures for interaction analysis in semistructured, ecological research and for the evaluation of process variables in early age intervention follow-ups; and (2) theory relating disciplinary style to intellectual develop-ment. Thirty references are listed. (Author/RH)

PS 017 040

Developmental Kindergarten and Its Benefits.
Pub Date—Nov 87

Note—15p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Jacksonville, FL, 1987).

ing of the state o vides the baseline data that was the impetus for implementing the developmental program, the objectives of the program and how they were met, and the quantitative and qualitative results of the program. The staff found an unusually high number of students—among the 200 children tested—who scored low on the basic skills areas of language developments and the staff country of the staff of the s scored low on the basic skills areas of imiguage us-velopment, auditory perception and memory, motor skills, and visual perception, on the Santa Clara As-sessment Test. However, the first year of the pilot program was considered successful for two reasons: (1) teachers' knowledge of child development made (1) teachers' knowledge of child development made them better able to distinguish between normal mat-uration and behavior, and learning disabilities; and (2) each child engaged in activities at complexity levels they could manage while remaining able to meet the county's expectations for skills acquisition. Concluding remarks offer suggestions for program implementation. (RH)

Hirsch, Elisabeth S. Hirscn, Elisabeth S.
Parent Attitude Change through Involvement: An Examination of the Dynamics That Can Facilitate Parent Growth in Preschool Settings.
Pub Date—Jul 86

Note-11p.; Paper presented at the World Organi-

RIE MAY 1988

PS 017 041

zation for Early Childhood Education (O.M.E.P.) World Congress (18th, Jerusalem, Israel, July 13-17, 1986).

13-17, 1986).
Pub Type— Speeches/Meeting Papers (150) —
Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— "Child Rearing, Early Childhood Education, "Parent Attitudes, "Parent Education,
"Parenting Skills, "Parent Participation, Parent
Role, Parent School Relationship, "Social Support

Oroups

Educators need to find ways to help parents to reexamine their attitudes and practices in child rearing. Such help must first overcome obstacles to attitudinal growth. Obstacles include the possible wholesale acceptance of their own parents' methods, or, conversely, their wholesale rejection due to parents' efforts to be different. Another obstacle is the typical adult resistance to learning and change. Preschool personnel are in a strategic position to help parents in the examination of their present practices, so that they can arrive at new interaction patterns better suited to the development of their children and to the promotion of harmonious family life. Parents can be enabled to change if, first, they feel full acceptance, respect, and support from educations. life. Parents can be enabled to change if, first, they feel full acceptance, respect, and support from educators. Second, they should be encouraged to become involved in school activities and to join a parent discussion group. Within the framework provided by accepting professionals and supportive fellow parents it will become possible to accept the challenge to some current practices. Challenge and support can enable parents to take action, i.e. to try different ways and methods of handling children. Professionals and fellow parents can then discuss, encourage, and support such attempts. As a last step the professional should help parents to conceptualize their new insights by providing feedback. (Author)

ED 289 608 PS 017 042

ED 289 60s
Fogel, Richard L.
Prenatal Care, Statement before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Opera-Relations, Committee on Coronattics, House of Representatives.

General Accounting Office, Washington, D.C. Report No.—GAO/T-HRD-87-25

Pub Date—30 Sep 87

Pub Date—30 sep e. Note—9b. Pub Type—Reports - Research (143) — Legal/Leg-islative/Regulatory Materials (090) EDRS Price - MF01/PC01 Plus Pestage. Descriptors—Birth Weight, Comparative Analy-sis, \*Incidence, \*Medical Services, \*Pregnancy, 20 cm of Prifferences

\*Access to Health Care, Medicaid. entifiers

Prenatal Care
The General Accounting Office interviewed
1,157 Medicaid recipients and uninsured women in
32 communities in 8 states to determine the timing 1,157 Medicaid recipients and uninsured women in 32 communities in 8 states to determine the timing and number of their prenatal care visits and the barriers they perceived as preventing them from obtaining care earlier or more often. According to the Institute of Medicine's Prenatal Care Index, about 63 percent of the women interviewed obtained insufficient prenatal care because they did not begin care within the first 3 months of their pregnancy or made eight or fewer visits for care. About 81 percent of a comparison group of women with private health insurance received adequate care. For the Medicaid and uninsured women, about 12.4 percent of the babies born were of low birth weight. Nationally, about 6.8 percent of births are of low weight. Three barriers to earlier and more frequent prenatal care predominated in virtually every demographic group of women: (1) lack of money to pay for care; (2) lack of transportation to the provider of care; and (3) unawareness of pregnancy. The importance of these and other barriers differed by community. Federal funds are available to assist states and communities in efforts to identify primary barriers, and develop in efforts to identify primary barriers, and develop tion programs. (RH)

ED 289 609

Weiss, Heather B. Early Childhood Professionals and Changing Fam-

Pub Date -10 Apr 87 Note—22p.; Paper presented at the Meeting of the Anchorage Association for the Education of Young Children (Anchorage, AK, April 10,

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Caregivers, \*Community Ac-tion, Early Childhood Education, \*Family Pro-grams, Parent Teacher Cooperation, \*Preschool Teachers, \*Program Implementation, \*Public Pol-

ley identifiers—\*Alasks, Research Results
Early childhood educators are advised to confront
identification arising from Alaska's economic probtems by establishing coalitions between families
with young children and service providers, with the
stantion of creating new recessmes and maintaining with young children and service providers, with the intention of creating new programs and maintaining existing family support and education programs. Evidence of the desirability of a wide range of family-provider partnerships is summarized in: (1) discussions of the appeal of such programs from the perspective of public policy; and (2) reports of findings from research and evaluation studies of program effectiveness and the role of social support in child rearing. Subsequent discussion describes desired features of such coalitions and specifies key principles that underlie them. The concluding section of the presentation details a research-based plan which conference participants might develop to implement partnership programs on a pilot basis. (RH) (RH)

ED 289 610 PS 017 04 Getting Started in the All-Day Kindergarten. [Revised]. PS 017 044

vised].

New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction.

Report No.—ISBN-88315-534-6

Pub Date—87

Note—87

Note—864p.; For the original 1983 edition, see ED

254 339

Available from—Publication Sales, New York City Board of Education, 131 Livingston Street, Brooklyn, NY 11201 (\$12.00, plus \$0.72 han-

dling).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors—\*Class Organization, Classroom Design, \*Classroom Techniques, \*Integrated Curriculum, \*Kindergarten, Learning Centers (Classroom), Primary Education, Teacher Role, Teaching Guides, \*Teaching Methods Identifiers—\*Full Day Programs, New York (New York)

This teacher's guide from the New York City pub-This teacher's guide from the New York City pub-lic schools is designed to help teachers implement an all-day kindergarten program. Planning for the all-day kindergarten is developed and demonstrated through a thematic approach which integrates all curriculum areas. Six themes are presented, each of which includes both direct instruction activities for which includes both direct instruction activities for all children and specific lessons for children who speak English as a second language. In addition to the themes of study, the guide provides: (1) suggestions for scheduling and programing the beginning days of the school year; (2) sample room arrangements designed to assist in the setting up of learning environment through fingerplays, games, songs, computer activities and field trips; (4) information on the teacher's role in guiding children's growth and development; (5) suggestions for teachers, paraprofessionals, and other adults on working together; (6) information on developing literacy; (7) descriptions of formal and informal assessment procedures, and information on children with special needs; (8) a chart of skills and concepts to be learned; and (9) a bibliography which includes books for children and adults. (PCB)

ED 289 611 Report to the Legislature on the Early Childhood Health and Developmental Screening Program, 1985-86. Minnesota State Dept. of Education, St. Paul. Div. of Development and Partnership. Pub Date—8 Dec 86

Note-31p.; Some pages printed on yellow colored

Note—31p.; Some pages printed on yenow colored paper.

Pub Type— Reports - Evaluative (142)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Cost Effectiveness, Policy Formation, \*Preschool Children, Preschool Education, Program Descriptions, \*Program Effectiveness, Program Evaluation, \*Staff Utilization, State Legislation

islation
Identifiers—\*Developmental Screening, Minnesota, \*Screening Programs
Addressed to the Minnesota State Legislature,
this report on Minnesota's Early Childhood Health
and Developmental Screening Program discusses issues related to program goals and program imple-

mentation, overviews the program, and reports and summarizes statewide program results for 1985-86. Issues discussed concern responsibility for the program, cost effectiveness, effects of reduction in funds, acope of effort, relation of the program to early childhood family education and special education programs, and future trends in early childhood screening. The program overview focuses on Minnesota legislation and rules mandating and regulating health and developmental screening, and the February, 1985 revised handbook for the early childhood screening program. Reported program results describe participation in screening, concerns that were identified, and staffing patterns. An appendix provides Minnesota statutes regulating preschool health screening. Also included in the report is a copy of the Minnesota State Board of Education's resolution of support for early childhood mentation, overviews the program, and reports and tion's resolution of support for early childhood health and developmental screening. (RH)

ED 289 612

PS 017 053

Miller, Susan A.

Remaining Affont: The Survival of a Child Development Laboratory School.

Pub Date—12 Nov 87

Note—13p.; Paper presented at the Annual Meet-ing of the National Association for the Education of Young Children (Chicago, IL, November 12,

1987).
Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Child Development Centers, Early
Childhood Education, \*Laboratory Schools, Program Descriptions, \*Program Termination
Identifiers—Kutztown State College PA, Pennsylvania (Kutztown)
Five major reasons for the high incidence of labo-

vania (Kutztown)
Five major reasons for the high incidence of laboratory school closings are indicated prior to a description of survival strategies applied in the Early Learning Center at Pennsylvania's Kutztown State College's Child Development Laboratory School. Closure are the following: (1) financial difficulties; (2) retrenchment; (3) currolliment problems; (4) compatition for space, and inge (1) financial difficulties; (2) retrenchment; (3) enrollment problems; (4) competition for space; and (5) organizational politics. Strategies facilitating program survival include enlisting parental support, raising tuition, maintaining a waiting list, keeping an active profile on campus and a high visibility off campus, developing and field-testing practical educational ideas, publicizing activities, and rendering the lab school's services indispensable. Positive features of the Early Learning Center are listed, as are indications of changes in its conditions. (RH)

Johnson, Theresa C.
[Availability of Statistics on Families, Children
and Youth.]
Bureau of the Census (DOC), Washington, D.C.
Data User Services Div.
Pub Date—23 Oct 87

Pub Date—23 Oct 87

Note—64p.; Paper presented at the Conference of the Black Child Development Institute (Detroit, MI, October 23, 1987). Some handouts contain small/broken print.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Black Population Trends, \*Census Figures, Charts, \*Children, \*Pamily (Sociological Unit), Federal Government, Federal Programs, Graphs, Guidelines, \*Information Services, \*Information Sources, Newsletters, Workshops Identifiers—Bureau of the Census Collected in this document are a workshop presentation on the Census Bureau (CB), visual aids used in the workshop, an information guide to prod-

Collected in this document are a workshop presentation on the Census Bureau (CB), visual aids used in the workshop, an information guide to products and services of the CB, sample newsletters and statistical briefs of the Bureau, and material concerning the Census Awareness and Products Program. The workshop presentation provides: (1) an overview of the CB and its function; (2) statistical information pertinent to families, children, and youth; (3) information about how the products and services provided by the CB may be obtained; and (4) a brief statement on the preparation of the 1990 decennial census. Data provided in the visuals concern: (1) population increases and demographics; (2) family and household income; (6) number of families in poverty; (7) poverty rate of families; (8) school-age population; and (9) high school completion and college attendance. The guide contains a list of printed Census Bureau reports on families, children and youth, education, population, income,

and other data; microfiche, computer tapes, oaline information, diskettes, maps, and age-birth docu-mentation program products are also listed. In addi-tion, the guide briefly describes the reports and products, lists selected uses of census data, and indicates where and how one may obtain CB products and services. (RH)

PS 017 058 ED 289 614

Ismail, Maznah Kong, Ng Wai
Teachers' and Students' Conceptions of Intelli-

Pub Date-Jul 87 ote—33p.; Paper presented at the Biennial Meet-ing of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).

12-16, 1987).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, "Concept Formation, Concept Teaching, Foreign Countries, "Fundamental Concepts, "High School Students,
"Intelligence, Questionnaires, Rating Scales, Rural Urban Differences, "Secondary School Teach-

ral Urban Differences, \*Secondary School Teach-ers
Identifiers—\*Malaysia

This study, which involved a Malaysian sample, investigated students' and teachers' conceptions of intelligence, and related age and geographic differences. In phase 1, a group of 25 teachers and 196 of their 12-, 14-, and 16-year-old students were asked to describe the characteristics and behaviors of an intelligent student. Responses were used to construct a 38-item questionnaire with a four-point rating scale. The questionnaire was administered to 1,192 students and 205 teachers after modifications were made in the wording of items and instructions 1,193 students and 203 teachers after modifications were made in the wording of items and instructions based on pre-testing. Preliminary analyses of the data indicated that, for all groups, the mean ratings for the majority of items ranged between very important to important. Some discordance was found between students and their teachers with respect to items in the extension of reneral shifting interesting. netween students and their teachers with respect to items in the categories of general abilities, interpersonal skills, and personality. It is argued that the difference in the teachers' and the students' perceptions of intelligence is important because that difference reflects the extent to which attributes highly valued by teachers are being transmitted to their students. (RH)

PS 017 059

ED 289 615

Nurmi, Jari-Erik
Adolescents' Future Orientation, Life Span, and
Socialization in the Family Context.
Pub Date—Jul 87
Note—10p; Poster paper presented at the Biennial
Meeting of the International Society for the Study
of Behavioural Development (9th, Tokyo, Japan,
July 12-16, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aspiration, \*Adolescents,
\*Age Differences, \*Aspiration, Family Life, Foreign Countries, \*Mothers, Occupational Aspiration, \*Parent Influence, \*Planning
Identifiers—\*Finland, Internality Externality
A total of 148 Finnish adolescents were interviewed about their hopes for the future. The conent, extension, internality, and actualization levels
of each hope were estimated from the adolescents'
answers. Scores measuring the level of future planniage and internality were calculated from questionnaires filled out by 138 of the mothers. Results
indicated that adolescents' hopes mainly concerned
their future occupation, education, and family.
Moreover, the older the youth were, the more aims
they had concerning those main concerns. Thus,
adolescents' thinking about the future realistically Moreover, the older the youth were, the more aims they had concerning those main concerns. Thus, adolescents' thinking about the future realistically reflected the structure of developmental events in their life span. Mothers' greater involvement in planning their own lives was significantly related to adolescents' higher realization level of educational aims. Furthermore, mothers' higher scores on internality were significantly related to children's higher scores on internality were significantly related to children's higher scores on internality excessions the actualization of scores on internality concerning the a their educational aims. Author/RH)

ED 289 616 PS 017 060

Halford, Graeme S. And Others:

Does Active Memory Capacity Change with Age?

Pub Date—Jul 87

Note—20p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July

12-16, 1987). Work supported by a grant from the Australian Research Grants Scheme.

Australian Research Grants Scheme.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PO1 Plus Postage.
Descriptors—Adults, \*Age Differences, Cognitive
Ability, Cognitive Processes, College Students,
Foreign Countries, \*Inhibition, \*Memory, Young
Children

Identifiers-Australia (Queensland), \*Proactive Interference

terference
A series of experiments, which used the primary memory paradigm of Wickens et al. (1981, 1985) with university students, adults, and 8- and year-old children, found an increase in primary memory capacity with age. Primary memory differs from secondary memory in that the latter is susceptible to proactive interference, whereas the former is not. When the capacity of primary memory is exceeded, some items will be transferred to secondary memory, resulting in proactive interference. Infindings obtained by the use of a technique based on these ideas, proactive interference among adults was observed with a set size of six, but not with a set size of four. Among the young children, proactive was observed with a set size of six, but not with a set size of four. Among the young children, proactive interference was found with a set size of four but not with a set size of two. Findings suggest that the capacity of primary memory among adults is between four and six items, and among 8- and 9-year-olds, between two and four items. Results also imply that the capacity of primary memory increases with age. (RH)

PS 017 062

ED 289 617 PS 017 062

Taylor, Glen
Taylor Proposes Five-Year Child-Care Program.

Pub Date—27 Apr 87

Note—9p.; Paper presented at the Annual Meeting of the Minnesota Council on Family Relations (St. Paul, MN, November 5, 1987).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Advocacy, Child Development, Childhood Needs, \*Day Care Centers, Early Childhood Education, \*Early Parenthood, \*Employer Supported Day Care, Financial Support, \*Low Income Groups, \*State Government, \*State Programs

**Programs** Senator Glen Taylor of Minnesota proposed a five-year child-care program for the purposes of en-couraging employer-sponsored child care and in-creasing by 53,000 the number of children in creasing by 35,000 the number of children low-income families who were covered. This report lists central features of the program, which include: (1) tax incentives which employers can use when they build child-care facilities near work sites; (2) they build child-care facilities near work sites; (2) the use of the same tax incentives for all employers who start new programs in order to subsidize directly employee child-care costs; (3) establishment of a child-care advocacy and information office in state government; (4) the use of incentives for program accreditation for the purpose of improving child development and care programs as well as child safety; (5) a guarantee to fully fund child care for certain low-income families and (6) a commitfor certain low-income families; and (6) a commit-ment to fully fund child care for mothers under 21 years old who wish to finish high school. Background and supporting information on the program covers national and Minnesota family and child-care trends, Minnesota's sliding fee trends and expenditures, Minnesota's current sliding fee law, and additional background information specific to Taylor's proposal. The document also includes five charts on the status of Minnesota day care. (SKC)

Supersaxo, A. And Others
The Influence of Teacher Attributions on Tendencies of Causal Attribution and Anxiety in Pupils.
Priboner Univ. (Switzerland). Pub Date-87

(1979) taxonomy of attributions that distinguishes between external versus internal and stable versus between external versus internal and stable versus labile attribution, it was hypothesized (1) that if teachers consistently attributed pupil's success or failure to pupil's abilities or degree of effort, then pupil's attribution tendency will change accordingly; and (2) that student's anxiety/listlessness toward school will change to the degree that his/her attribution is modified away from the external and toward the internal direction. Results showed that it was possible to influence attribution tendencies of students, but did not show a relationship between the extent of modification of causal attributions and the extent of modification of causal attributions and the reduction of anxiety. (PCB)

PS 017 064 ED 289 619

PS 017 06

Perrez, Meinrod Chervet, Claudine

Role de la famille dans le developpement des
attributions causales et des convictions de controle. (The Role of the Family in the Development of Children's Causal Attributions and Locus
of Control Convictions),
Pub Date—Sen 246

Pub Date—Sep 86 Note—13p.; Paper presented at the "Forum d'edu-cation familiale" (Mons, Belgium, September 2-4, 1986).

Language—French
Pub Type—Reports - Research (143) — Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Pastage.
Descriptors—\*Attribution Theory, "Children,
Daughters, "Family Environment, Family Role,
Foreign Countries, Interpersonal Relationship,
\*Locus of Control, Mothers, "Parent Child Rela-tionship, "Parent Influence
Identifiers—Switzerland

Results of siles study on the role of the family.

Results of a pilot study on the role of the family in the development of locus of control convictions and causal attribution tendencies are presented. Six mother-child dyads were observed in their natural surroundings. Mothers' verbal responses to their daughters' behavior were recorded and analyzed for cauganters benavior were recorded and analyzed for content. Results showed (1) that causal interpreta-tions of behavior were relatively widespread, and (2) that there were large interindividual differences in the number and quality of expressed causal attri-butions. Hypotheses concerning the effects on chil-dren are discussed. (PCB)

ED 289 620 PS 017 065

Perrez, Meinrud
Diagnostik von Kontingenzerfahrungen in der fruehen Kindheit. Forschungsbericht Rapport Scientifique. Nr. 68. (Methods of Social Contingency Analysis. FB Nr. 68).

Fribourg Univ. (Switzerland). Pub Date-87

Pub Date—87 Note—26p.; In: Krampen, G. (Hrsg.), "Diagnostik von Kausalattributionen und Kontrolluber-zeugungen." Gottingen, West Germany, Hogrefe

(in press).

Language—German

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attribution Theory, Foreign

Countries, \*Infants, Locus of Control, \*Preschool

Children, \*Research Methodology, \*Social Behavior, \*Social Control, Social Environment,
\*Toddisearch

Children, "Research Methodology, "Social Behavior, "Social Control, Social Environment, "Toddlers Identifiers—"Contingency Analysis Written in German, this article demonstrates the influence of different types of contingency information on the development of infant's locus of control and causal attribution, and discusses empirical models for calculating contingency parameters of the microsocial environment of infants, toddlers, and preschool children. Models discussed include: (1) Watson's (1979) bidirectional contingency analysis; (2) Perrez and Ischi's (1983) visual analysis of contingency relationships; and (3) Patterson's (1978) and Westmeyer and others' (1984) approach to the measurement of control reaction classes. In order to and Westmeyer and others' (1984) approach to the measurement of control reaction classes. In order to study the social control possibilities of preschool children, a geometric presentation method based on Seligman's (1979) model of reaction-contingency space was developed. The method is described. Through tangential transposition of the contingency relationships of defined reaction classes, the method enables the geometrical representation of the extent of control. (RH)

ED 289 621 PS 017 066 Perry, David G. Perry, Louise C.
Applications of Dodge's Social Information Processing Model of Social Competence to the Study of Prosocial Behavior in Children.

Pub Date-Jul 87

Note—18p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, Behavioural Development July 12-16, 1987). Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150) Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage. Children,

Descriptors—Aggression, Altruism, Children,
\*Cognitive Processes, \*Individual Development,
\*Interpersonal Competence, \*Models, \*Prosocial
Behavior, Social Behavior
Identifiers—\*Social Information Processing

(Dodge)

Identifiers—"Social Information Processing (Dodge's Discussion focuses on ways in which Dodge's (1986) five-step model of social information processing, which has previously been used in organizing knowledge about the cognitive mediators of aggression among children, can be used to enhance the understanding of prosocial behavior. The model describes cognitive steps thought necessary to children's appropriate and competent action in social situations, namely: (1) encoding social cues. (2) interpreting behavior, (3) generating alternative responses, (4) choosing a response after evaluating potential consequences of alternatives, and (5) performing the chosen response. This paper reviews Dodge's general model of the role of cognition in social behavior; illustrates the usefulness of the model in a summary discussion of the extent to which the model has advanced understanding of aggressive behavior; and points out ways in which the model might be applied to the study of prosocial behavior. Supplementing the discussion is a summary of research findings on ways in which kindergarten and eighth-grade children view the relationship between altruistic behavior indicate how such findings can be assimilated to Dodge's how a supplement of the properties of the pro relationship between altruistic behavior and the ai-truistic person's affective state. Suggestions indicate how such findings can be assimilated to Dodge's model. It is argued that, while much of what is pres-ently known about cognitive factors in prosocial be-havior can be assimilated to Dodge's model, large gaps exist in the knowledge of such processing; Dodge's model is useful in generating hypotheses to fill those gaps. (RH)

PS 017 067

einhart, Lawrence J., Ed. Mazur, Elizabeth

rekindergarten Programs in Urban Schools. High/Scope Early Childhood Policy Papers No.

Council of the Great City Schools, Washington, D.C.; High/Scope Educational Research Founda-tion, Ypsilanti, Mich. Report No.—ISBN-0-931114-41-1 Pub Date—87

Pub D3te—8/ Note—33p. Available from—High/Scope Press, 600 North River Street, Ypsilanti, MI 48198 (\$5.00; no ship-ping charge on pre-paid orders; add 10% for ship-ping on other orders.) Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Early Childhood Education, Educational Quality, Financial Support, National Surveys, "Preschool Education, Program Evaluation, Program Length, Tables (Data), Teacher Certification, Teacher Student Ratio, "Urban Schools A survey of early childhood programs in 38 large-city school districts in the Council of the Great City Schools is discussed in this report. The results reported are based on 28 responding school districts. The information on prekindergarten programs which is presented concerns: (1) enrollment and budgets; (2) types of programs; (3) funding; (4) length of program day; (5) policies regarding teacher qualifications and adult-child ratio; (6) the future of prekindergarten programs in urban future of prekindergarten programs in urban schools; and (7) program evaluations. In addition, a statement concerning the potential benefits of good early childhood programs is included. (PCB)

PS 017 068 ED 289 623 Child Care in Federal Buildings: Twenty-First Report by the Committee on Government Opera-tions. House of Representatives, 100th Congress, 1st Session.

1st Session.

Congress of the U. S., Washington, D. C. House
Committee on Government Operations.

Report No.—House-R-100-333

Pub Date—2 Oct 87

Note—23p.; Union Calendar No. 206.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—\*Day Care Centers, Early Childhood Education, \*Employer Supported Day Care, \*Federal Programs, \*Government Role, Folitics of Education

of Education
The employment of over half the women in the
United States with children under age 6 creates a
need for quality day care that the General Services
Administration (GSA) has tried to meet by encouraging the establishment of child care centers in federal buildings. Although free or reduced rent has
been available, only ten such centers currently exist.
A subcommittee of the Committee on Government
Operations investigated this situation, and found A succommittee of the Committee on overnment of Operations investigated this situation, and found that part of the problem lies in the GSA's passive attitude; in particular, that the GSA provides the service but gives little assistance in setting up cenactitude; in particular, that he USA provides the service but gives little assistance in setting up centers. Other problems stem from negative attitudes of government agencies, such as Chicago's Social Security Administration, toward sponsoring child care facilities. In contrast, other agencies, like many branches of the Internal Revenue Service and the National Oceanic and Atmospheric Administration, readily set up day care centers when they determined the need was great. In light of these findings, the subcommittee recommended that the GSA: (1) actively encourage on-site day care centers by assigning officials to communicate and implement the day care policy; (2) rent more space to outside day care providers; (3) survey Federal workers about their child care needs; and (4) print a handbook to assist in establishing on-site day care. (Two appendixes contain the text of relevant legal statutes.) (SKC)

ED 289 624 PS 017 070

Development of Social Behavior in Four-Year-Old Children: Comparative Study Between the U.S.

and Jupun. Pub Date—15 Jul 87

Note—13p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).

Pub Type-Reports - Research (143) - Speeches/-

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Behavior Development,
Comparative Analysis, Cross Cultural Studies,
\*Day Care, Distance, Foreign Countries, \*Interpersonal Relationship, \*Peer Relationship, Primary Education, \*Social Behavior, \*Young
Children
Hostiffers—Jenen Hoited States

Children Ichrifers—Japan, United States

This study, which focused on the social behavior of 4-year-old children toward peers and adults, investigated relationships of 54 children in California and Japan who were observed for 20 minutes while they were playing in preschool or day care. All their behaviors during the first 30 seconds were observed and written down during the second 30 seconds, and behaviors related to peers and adults were classified according to psychological distance. Results indicated that: (1) the children played beside peers, ioning psychologically into peer groups; (2) Japa-ioning psychologically into peer groups; (2 joining paychologically into peer groups; (2) Japanese children exhibited more one-way behavior with no response, while American children exhibited more group behavior; (3) day care children exhibited more one-way behavior, whereas preschool children exhibited more sympathetic behavior; (4) there were few sex differences in interaction behavior; (5) Japanese children initiated more behavior. there were few sex differences in interaction behavior; (5) Japanese children initiated more behavior toward adults, while adults initiated more interactions with the American children; (6) one-way behavior decreased with age for all children, athough individual behavior remained high; and (7) American children related more freely to other children and were more advanced in relationship formation than were Japanese children. (Author/SKC)

ED 289 625 PS 017 071

Okado, Tetsuo Family-Psychological Approach to Divorce and Custody Issues in Japan. Pub Date—Jul 87

Note—10p., Paper presented at the Biennial Meet-ing of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) EDRS Price - MF01/PO1 Plus Postage. Descriptors—\*Child Custody, \*Divorce, Family, Problems, \*Family Structure, Fatherless Family, Foreign Countries, Marital Instability, Nuclear

Family, \*One Parent Family, \*Parent Child Relationship, Social Structure
Identifiers—\*Japan
Current trends in psychological research stress the role of family members in developmental studies, and this trend may be applied to the study of divorce and child custody in Japan. Japanese families are influenced by other social systems, including neighborhood and religious groups, and traditionally these systems have combined with relatives to support families with marital problems. However, the Japanese family has recently moved from the structure of the extended family to that of the nuclear family, and cohesive support networks are disappearing. At the same time, the Japanese divorce rate is rising. Reasons for the rise include: (1) a decrease in social pressures against divorce; (2) a weakening of the social support systems; (3) an improvement in the socio-economic conditions which follow divorce; and (4) the fact that the very large baby boom generation has reached divorceable age. Nevertheless, the Japanese divorce rate remains the lowest among developed countries, even though it is easy for most couples to get divorced. As for child custody, until the mid-1960s the father traditionally retained the child. Now more mothers are granted custody, often because the mother is able to financially support the child, while the father lacks the resources of an extended family. Joint custody is becoming more frequent, but is still uncommon. Family psychologists suggest that intervention and educational activities may be used to ease problems of children of divorce. (SKC)

ED 289 626 PS 017 073

Brierley, Mirian
Writing To Read and Full Day Kindergarten
Evaluation. Columbus Public Schools, OH. Dept. of Evaluation

Services. Pub Date-Nov 87

Services.

Pub Date—Nov 87

Note—36p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Beginning Reading, "Computer Assisted Instruction, "Computer Uses in Education, "Kindergarten, Preschool Children, Primary Education, Program Descriptions, Program Evaluation, Reading Achievement, Reading Instruction, Reading Skills, "Social Adjustment, Writing Instruction, Writing Skills

Identifiers—"Full Day Programs, Writing to Read Children in Columbus, Ohio public achools participated in two nontraditional kindergarten programs during the 1986-1987 school year. Evaluations of the programs were undertaken to determine their success. One program involved a full day kindergarten that featured opportunities for increased personal and social development, as well as instruction in art, music, physical education, and other curriculum areas. The second program involved interactive experiences with microcomputers and the Writing to Read (WTR) program which were intended to develop reading and writing skills. For evaluation purposes, children were divided into four groups: a control half-day kindergarten group, a full-day group, a half-day WTR group, and a group participating in WTR on a full day basis. Language and reading achievement were determined by pretest and posttest scores on the Metropolitan Achievement Test, and social adjustment was evaluated on the basis of teacher-assigned grades. Evaluation findings indicated higher achievement for students ment Test, and social adjustment was evaluated on the basis of teacher-assigned grades. Evaluation findings indicated higher achievement for students in the full-day kindergarten and WTR programs, and better adjustment to school in the WTR class-rooms. Students in the half-day kindergartens showed better adjustment skills associated with per-sonal and social growth than did students in the full-day kindergartens. Appendixes include a writ-ing sample prompt, a list of criteria for rating writing samples, and a sample progress report form. (SKC)

ED 289 627

Kids with Keys...Parents with Jobs...Who's in Charge? = Hijos con llaves...Padres que trabajan...Quien manda?

National PTA, Chicago, Ill.

Pub Date—[86]

Note—17p.

Available from—The National PTA, 700 North Rush Street, Chicago, IL 60611-2571.

Language—English, Spanish

Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*After School Programs, Child Re-

sponsibility, \*Employed Parents, Guidelines, \*Latchkey Children, Learning Activities, \*Parent Child Relationship, \*Parent Responsibility, Parent Role, School Age Day Care, \*Social Support

Groups
Two booklets, one in English and one in Spanish,
offer information, suggestions, and guidelines for
working parents of latchkey children. Parents are working parents of latchkey children. Parents are shown ways to: (1) seek alternatives to self-care for their children; (2) practice good parent-child com-munication; (3) find out about available support ser-vices; (4) teach responsibility and self-discipline to their children; and (5) suggest constructive activi-ties for their children to become involved in. Re-sources for further reading are cited. (RH)

PS 017 076 ED 289 628 Wilson, Bruce L. Corcoran, Thomas B.
Places Where Children Succeed: A Profile of
Outstanding Elementary Schools.
Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C. Pub Date—Dec 87

Pub Date—Dec 87

Note—67p.; Foreword by William J. Bennett, Secretary United States Department of Education.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00323-6, \$3.50.)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF61/PC03 Plus Postage.
Descriptors—Demography, "Educational Practices, "Educational Quality, Elementary Education, "Elementary Schools, Institutional Characteristics, Profiles, "Public Schools, "School Effectiveness, "Success"

Effectiveness, \*Success
Identifiers—\*Excellence in Education

Profiled in this report are exemplary schools se-Profiled in this report are exemplary schools se-lected for national recognition through the Elemen-tary School Recognition Program. Section 1 describes the national recognition program and the criteria and processes used in selecting schools. Sec-tion 2 presents basic background information about tion 2 presents oasse oscapional mornatoria soon about the schools: their community settings, characteristics of their students, the schools' organizational characteristics, and school achievement indicators. Section 3 discusses seven broad themes that appear essential to school excellence: (1) teaching which essential to school excellence: (1) teaching which develops student competence and character; (2) setting of high expectations, monitoring of standards, and rewarding of results; (3) school leadership; (4) creation of professional work environments; (5) resources that facilitate teaching and learning processes; (6) school-community relations; and (7) overcoming of obstacles. Themes are illustrated by examples of policies and practices in the schools. Section 4 summarizes major aspects of each theme, and provides advice to State and local policymakers. The report is not a recipe book for school reform, but rather aims to: (1) draw public attention to broad themes of success associated with excellence at elementary schools; (2) stimulate thinking about such excellence; and (3) entice readers to make inas cementary across (2) actimate training about such excellence; and (3) entice readers to make in-quiries about specific policies and practices of the 212 outstanding schools. Appendices list names and locations of schools, review panelists, and site visi-

ED 289 629 PS 017 077

ED 289 629 PS 017 07 Perrez, M. and Others Les Enfants adoptes: se distinguent-ils des autres? Enquete sur les enfants adoptes dans le Cauton du Tessin (Adopted Children: Are They Different from Others? An Investigation concerning Adopted Children in the Canton of Tessin). Fribourg Univ. (Switzerland).

Phobate—87
Note—20p.; Research supported by Bundesamt fur Sozialversicherung, Caritas Ticino, and Dipar-timento delle Opere Sociali, Sezione della Previ-

denza Sociale.
Language—French
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—\*Adopted Children, 'Adoption, Age
Differences, \*Emotional Development, Ethnic
Origins, Foreign Countries, \*Intellectual Development, Parent Attitudes, Sex Differences, Social
Class, \*Social Development
Identifiers—Switzerland

Class, "Social Development Identifiers—Switzerland The influence of age at adoption, ethnic back-ground, sex of adopted child, and social class of adoptive parents on the intellectual, emotional, and social development of adopted children was studied. An intrastroup comparison showed that the vari-An intragroup comparison showed that the vari-ables studied had very little relevance. Comparison

with a control group showed no significant differences on the most important variables. A second study of parents of adopted children was conducted for the purpose of testing the representativeness of the first sample. This study showed that the adopted children and their adoptive parents did not significantly differ on most important variables. (PCB)

PS 017 080

MacWright, Alicia Cox

lamning and Implementing a Community Based Child Care Information and Referral Clearing-

Pub Date-86

Pub Date—86
Note—124p; Ed.D. Practicum Report, Nova University. Some pages contain small, light type.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—\*Clearinghouses, \*Community Information Services, \*Community Services, \*Day Care, \*Day Care Centers, Early Childhood Education, Program Descriptions, \*Referral, Social Services.

Services
To provide for the planning and implementation
of a community based, university sponsored, child
care information and referral clearinghouse, a doctoral practicum project was undertaken. The primary goal of the project was to provide parents with
up-to-date information about the full range of child
care and children's services available in Middlesex
County, New Jersey. The procedure for start-up and
service delivery consisted of (1) identification of
providers. (2) compiliation of the data base (3) outservice delivery consisted of: (1) identification of providers; (2) compilation of the data base; (3) outreach and publicity; (4) the referral process; and (5) referral follow-up and evaluation. In the data base on the service providers, names of providers were catalogued and filed under the categories of child care, medical care, and consultants. The Child Care Clearinghouse received 135 requests for referrals C-rearrigatouse received 135 requests for referrals during its first six months of operation, 89% of which were for child care. Most requests concerned care for infants and preschoolers. Included are 9 pages of references, 10 appendixes, and 9 tables. (SKC)

ED 289 631 PS 017 081
Florida's Economic Future and the Child Care
Crisis for Families. Hearing before the Select
Committee on Children, Youth, and Families.
House of Representatives, One Hundredth Congress, First Session (Miami, Florida, June 22, 1987).

Congress of the U.S., Washington, DC. House Se-lect Committee on Children, Youth, and Families. Pub Date—22 Jun 87

Note—148p.; Some pages contain small, light type. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06387-4, 54.25). Pub Type— Legal/Legislative/Regulatory Materials (090)

als (090)
EDRS Price - MF01/PC06 Plus Pestage.
Descriptors—\*Agency Role, \*Day Care, Early
Childhood Education, \*Economic Change, \*Economic Factors, \*Low Income Groups, Public
Agencies, Social Agencies, Welfare Agencies, Youth Agencies Identifiers—\*Florida

Identifiers—Fronda
The Prevention Strategies Task Force of the Select Committee on Children, Youth, and Families of
the United States House of Representatives met in
Miami, Florida, to discuss changes in the Florida
economy that are creating a criss in day care services. During the meeting, 11 officials from Florida
hild care recycles recovers state everyment. child care provider groups, state government com-mittees, and state social agencies addressed Flori-da's child care needs. Supplemental prepared statements, letters, and other materials from 13 rep-resentatives of other child care groups, state and local agencies, law enforcement officials, and government committees were also read into the record. The committee concluded that the Federal Govern-The committee concluded that the Federal Government must reverse its trend of decreasing funding for child care and must start to allocate the substantial amounts of funding necessary to protect young children from the lack of day care or the possible abuses of day care. The text of a report on Florida's child care crisis and a letter with additional pertinent information are appended. (SKC)

ED 289 632 PS 017 083 Koops, W.
The Identification of Protective Mechanisms.
Pub Date—15 Jul 87

Note-8p.; Paper presented at the Biennial Meeting

of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 15, 1987). Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Foreign Countries, \*High Risk Per-sons, \*Individual Development, \*Prevention, \*Research Design, Research Problems, \*Stress Variables. Variables

Variables
Identifiers—\*Protective Mechanisms, \*Risk Factors, Vulnerability
A brief review of research on protective factors that allow some individuals to make healthy adaptations despite debilitating circumstances precedes a critical discussion of symposium papers. The discussion is organized around three questions. First, does the search for protective factors demonstrate an important programmatic, which in developmental in the programmatic is within developmental to the programmatic content of the portant programmatic shift in developmental re-search? Second, from what threats do protective search? Second, from what threats do protective factors protect the child? Third, what research designs can be used to identify protective factors? It is argued that: (1) there is no point in speaking of protective factors without knowing what risks they defend against; (2) most available epidemiological research into risk and protective factors is essentially retrospective and therefore serves heuristic purposes only; (3) researchers should shift their attention from the detection of protective factors to the identification of protective mechanisms; and (4) the best way to compensate for the uncertainties of the best way to compensate for the uncertaintie explorations based on epidemiological research is controlled experimental manipulation of assumed protective variables in the framework of longitudi-nal experimental research. (RH)

ED 289 633 PS 017 084 Child Care: The Time Is Now. Children's Defense Fund, Washington, D.C. Report No.—ISBN-938008-61-9 Pub Date—87

Note—18p.

Available from—Children's Defense Fund, 122 C

Street, NW, Washington, DC 20001 (\$1.95, plus
\$1.50 postage and handling; discount available on
orders of 100 copies or more.).
Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available for EDRS.

EDRS Price - MP01 Plus Postage, PC Not Avail-able from EDRS.

Descriptors—After School Programs, "Day Care, Day Care Centers, Early Childhood Education, "Economically Disadvantaged," Economic Fac-tors, Employed Parents, "Government Role, Low Income Groups, Young Children Identifiers—"Alliance for Better Child Care Millions of children in the United States are left in inadequate day care situations every day or live

in inadequate day care situations every day or live in poverty because their parents cannot afford day care and therefore cannot work. The number of working mothers is rising, and these mothers deserve high quality day care and after-school care for their children. This publication lists important facts about day care in the United States, namely: (1) the American people support a public commitment to child care; (2) the current child care system in the child care; (2) the current child care system in the United States does not meet the needs of working families; (3) many families simply cannot afford ad-equate child care; (4) child care is an essential part of the solution to helping parents become self-suffi-cient; (5) preschool programs help children become successful students and productive adults. In spite of the existence of tax credits, current federal supof the existence of tax credits, current federal support for families is extremely limited, especially since Title XX funds have been reduced. Child care standards are set by individual states, and their benefits vary widely. Thus the private sector, which includes the 70 member organizations of the Alliance for Better Child Care (ABC), is taking on a larger role in child care. The goal of ABC is to devise and implement a plan that would make affordable, appropriate, high-quality child care more readily available to working parents who need it. ABC has introduced into Congress a proposed Act for Better Child Care. A list of ABC members concludes the document. (SKC)

ED 289 634 PS 017 085

Mine, Hiroshi And Others A Study of the Effects of Child Rearing Patterns on Test Anxiety in Late Adolescence. Pub Date—15 Jul 87

Note—135, Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 15, 1987). Pub Type-Reports - Research (143) - Speeches/-

**RIE MAY 1988** 

Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Child Rearing, \*College Students,
Foreign Countries, Higher Education, \*Parent
Attitudes, Parent Child Relationship, Parent Influence, Parent Role, \*Parent Student Relationship, \*Test Anxiety

ship, "Test Anxiety Identifiers—Japan This study of Japanese families postulated that positive and negative parental attitudes may affect the degree of test anxiety experienced by children in the families. The study used translations of the Reactions to Tests (RTT) inventory and parental attitude tests to identify relationships between child rearing practices and the child's performance in threatening situations such as academic tests. Subjects were 237 male and 239 female undergraduates at Japanese universities. The RTT inventory. jects were 23 maie and 239 female undergraduates at Japanese universities. The RTT inventory, the Mother Acts Scale, the Father Acts Scale, and the Mother-Father-Peer Inventory were administered to each subject. Findings indicated that female subjects rated higher scores on parents' child rearing behaviors, and that parental restriction, blame, inventored to parents of the paren behaviors, and that parental restriction, blame, in-consistency, overprotection and rejection raise the anxiety level of children in testing situations. Praise, on the other hand, correlated with the tension and worry components of the RTT, indicating that praise of a child's behavior enhances anxiety towards testing and the possibility of failure. The results with respect to praise did not support the hypothesis that praise reduces test anxiety, while the results for negative parental attitudes were as predicted. Five tables of results, four references, and three appendixes listing sample test responses are included. (SKC)

PS 017 086 ED 289 635 Dohrn, Elizabeth A.

Development and Implementation of Strategies To

Enhance Televiewing Habits of Primary School

Children. Pub Date—87

Note-156p.; Ed.D. Practicum Report, Nova University. Pub Type

Pub Type

(043) - Dissertations/Theses - Practicum Pa-

Versity.

Pub Type— Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Class Activities, \*Critical Thinking.

\*Elementary School Students, Inservice Education, Parent Workshops, Primary Education, Teacher Role, Teacher Workshops, \*Television Viewing, Videotape Recordings

This practicum addressed the need to provide a plan of activities designed to enable primary students to develop and use selective and critical televiewing skills in both the school and home. Goals of the practicum were: (1) to show a growth in the knowledge of selective and critical televiewing skills, and in the application of those skills; (2) to increase the amount of teachers' and students' involvement in creating and producing special purpose productions; (3) to implement televiewing strategies in the classroom setting; and (4) to increase parent awareness concerning the role of television in the home. (PCB)

PS 017 087 1987 Family Day Care Licensing Study. Children's Foundation, Washington, D.C.

Challette S Foundation, Washington, D.C.

Note—78p.; Family Day Care Advocacy Project.
Available from—The Children's Foundation, 815

Fifteenth Street, NW, Suite 928, Washington, DC

20005.
Pub Type— Reports - General (140) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors— \*Certification, Child Caregivers,
Early Childhood Education, \*Family Day Care,
National Surveys, Professional Training, State
Legislation, State Licensing Boards, \*State Standards. Zoning

dards, Zoning
This document contains the results of a nation-This document contains the results of a nation-wide survey of state regulatory agencies which was conducted for the purpose of updating family day care licensing information gathered in 1986. For reach state, information is presented on the topics of regulations and requirements, training and orientation, provider qualifications, discipline, zoning, and pending legislation. This report has been expanded to include: (1) an examination of regulatory requirements for large family day care homes, or group homes, that is, homes of 7 to 12 children; and (2) information on pending state legislation regarding regulations, liability insurance, and zoning for family day care homes. (PCB) RC

RC 015 045 ED 289 637

Analysis of Navajo Education Authority.

Kahn & Kahn, Washington, DC.

Spons Agency—Navajo Tribe, Window Rock, Ariz.

Div. of Education.

Div. of Education.
Pub Date—14 Sep 81
Contract—161742
Note—120p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC05 Plus Postage.
Descriptors—Adult Education, "American Indian Education, Bilingualism, Boards of Education, Educational Policy, Educational Administration, Educational Policy, Educational Research, Elementary Secondary Education, Enrollment, Federal Government, "Federal Indian Relationship, "Government Role, "Legal Responsibility, Local Government, Position Papers, Postsecondary Education, "Power Structure, Public Schools, Tribal Sovereignty Identifiers—Arizona, Bureau of Indian Affairs

Local Government, Postuno Papers, Postsecond-ary Education, \*Power Structure, Public Schools, Tribal Sovereignty Identifiers—Arizona, Bureau of Indian Affairs, \*Navajo (Nation), Navajo Community College AZ, New Mexico, Utah The legislative authority for Navajo education is examined in this two-part report, designed to help the Navajo people attain meaningful control of the education of their youth, with the continued appro-priate involvement of the federal and state govern-ments. Part I summarizes the key provisions of the relevant sources of legal authority which govern Navajo education. The legal status of the Navajo Tribe is described with regard to tribal sovereignty, tribal government and relationship with the federal (16 sources), Navajo (8 sources), and state law re-garding education is presented. Part 2 assesses the educational powers and duties of the United States, the states of Arizona, New Mexico and Utah; and the Navajo Tribe. The roles of each are examined in the context of the three types of schools on the the context of the three types of schools on the reservation, i.e., state public schools, Bureau of Indian Affairs schools and "contract" schools. Ex-Indian Affairs schools and "contract" schools. Ex-isting obstacles to and opportunities for expanded tribal authority (pertaining to education standards, enrollment, and bilingualism) are discussed. An in-stitutional arrangement for consideration as the for-mal mechanism for operating a unified Navajo-controlled educational system is suggested. Footnotes are included, and statutes, regulations, and resolutions are appended. (JMM)

Navajo Tribal Education Policies. Approved November 14, 1984 [by the] Navajo Tribal Council.
Navajo Tribe, Window Rock, Ariz. Div. of Educa-

Pub Date—34

Note—36p.; Photographs may not reproduce well.

Pub Type— Historical Materials (060) — Guides Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, \*American Indian
Education, Attendance, Bilingualism, Boards of
Education, Counseling Services, Cultural Education, Curriculum, \*Educational Administration,
Educational Facilities, \*Educational Policy, Elementary Secondary Education, Giffed, Lezal Rote

Technique Secondary Education Giffed Le rentary Secondary Education, Gifted, Legal Responsibility, \*Mission Statements, Navajo, Position Papers, \*Students, Teacher Education, Transportation, \*Tribal Sovereignty, Vocational

Identifiers—\*Navajo (Nation), Navajo Tribal Edu-cation Committee, Substance Abuse The comprehensive educational policies adopted and incorporated into law by the Navajo Tribal Council are contained in this booklet. These policouncil are contained in this bookiet. These poincies, adopted during a special session of the Navajo Tribal Council (November 13-16, 1984), are broad statements of the educational needs and aspirations of the Navajo people. The mission statement defines appropriate education as one that fosters: competents and the service of condensity of the contractions of the service of condensity of the contraction. appropriate education as one that fosters: competency in all basic areas of academic and cognitive skills, English and Navajo language skills and knowledge of American and Navajo culture, Navajo and United States citizenship, self-discipline and a positive self-concept, preparation for lifetime responsibilities, and a positive attitude towards education. Sections outline the Tribe's responsibility and authority; the educational agency; school boards; parental involvement; Navajo and Indian preferences; educational standards and the curriculum (including Navajo language, culture and social studierus). ies); and professional training for educators. Pro-gram policies for special education and education of gifted, talented and highly motivated students, as gifted, talented and highly motivated students, as well as student services (counseling, substance and alcohol abuse guidance programs, bus routes and transportation) are also included. School operations and facilities are addressed, along with post-second-ary education (the Navajo Community College), adult and early childhood education programs, ov-cational and career education, and handicapped programs. Definitions of terms are appended. (JMM)

ED 289 639 RC 016 319 Talbert, Elmer Gene And Others
Forty Rural Schools: A Study of School Effective-

Spons Agency—Tennessee Technological Univ., Cookeville. Rural Education Research and Ser-

Cookeville. Rural Education Research and Service Consortium.

Pub Date—23 Apr 87

Note—231p.; A research study presented at the Annual Meeting of the Rural Education Special Interest Group of the American Educations.

Research Association (Washington, DC, April 23, 1987). For related paper, see RC 016 542.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC10 Plus Pustage.

Descriptors—Comparative Analysis, Curriculum Development, Differences, Educational Attitudes, Educational Environment, Elementary Schools, Middle Schools, \*Regional Characteristics, Rural Education, \*Rural Schools, School Community Relationship, \*School Effectiveness, School Surveys, \*Student Attitudes. titudes

titudes

Identifiers—"Good Schools Project (Kappa Delta Pi), "Tennessee (Upper Cumberland)

A comparison of Middle Tennessee Rural (MTR) schools with the national sample of schools included in Kappa Delta Pi's Good Schools Project (GSP) focused on the areas of curriculum perspectives, goal attainment, classroom practices, interpersonal relations, commitment, discipline and safety, support services and facilities, and decision making. The study was based on responses to 2 separate survey instruments from 722 teachers and 3,846 students in 39 schools. Data analyses showed that MTR teachers and students reflected more traditional values with respect to education, indicated MTR teachers and students reflected more tradi-tional values with respect to education, indicated less support from the community and parents, per-ceived their schools as having fewer resources, had lower levels of commitment to education, and per-ceived their schools as attaining fewer of their goals than the GSP teachers and students. MTR teachers consistently perceived critical thinking skills as less important than did GSP teachers. MTR students perceived teachers as encouraging critical thinking less, using less variety in instruction, and placing more emphasis on the textbook. MTR teachers and students shared lower academic expectations than did GSP teachers and students. Administratively, MTR teachers perceived their schools to be more MTR teachers perceived their schools to be more authoritarian with less involvement of teachers and students in decision making, planning, establishing rules and procedures, and evaluating school programs. (Author/JHZ)

ELI 289 640
Christensen, David E. And Others
Southern Illinois: Resources, Problems, Opportunities, Report Series No. 85-2. Occasional Paper in Geography No. 7.
Southern Illinois Univ., Carbondale. Dept. of Geography; Southern Illinois Univ., Carbondale. Office of Regional Research and Service.
Pub Date—Jun 85
Note—59p.
Pub Type—Reports - Evaluation (142)

Note—59p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Agricultural Trends, Business, \*Demography, Economic Development, Educational Attainment, Elementary Secondary Education, Employment Patterns, Health Services, \*Human Resources, Long Range Planning, \*Natural Resources, Postsecondary Education, Regional Characteristics, \*Regional Planning, Rural Areas, \*Rural Development, Rural Population Identifiers—\*Illinois (South), \*Problem Identification

tion
This overview of 34 mostly rural counties in southern Illinois is intended to: (1) provide a mid-1980s look at Southern Illinois and its potentials for those who want to learn about the region;

RIE MAY 1988

(2) provide the basis for further study of the region's many aspects and potentials; and (3) provide basic overview material for those studying particular communities and sites for possible development. The report describes and evaluates the region's curcommunities and sites for possible development. The report describes and evaluates the region's current status with regard to population characteristics, education, health, income and employment, water resources, transportation facilities, agriculture, forests and forestry, mining, manufacturing, utilities, regional retail perspective, and tourism and outdoor recreation. Discussion of each of these topics presents ideas and directions for action to overcome some of the region's problems and to take advantage of the region's diverse potentials. The concluding section discusses four controversial ideas for regional development: (1) a barge and pleasure boat canal crossing Southern Illinois from the Wabash or Ohio River to the Mississippi; (2) a major lake at about 400 feet above sea level with a dam across the Mississippi River at Thebes (Illinois); (3) a lake formed by a dam on the Big Muddy River; and (4) a major airport for Southern Illinois. (HZ)

RC 016 439

Beale, Calvin L. Fuguitt, Glenn V.
Metropolitan and Nonmetropolitan Growth Differentials in the United States since 1980, CDE Working Paper 85-6, (Revised).
Wisconsin Univ., Madison. Center for Demography and Ecology.

and Ecology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Cen-ter for Population Research; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Pub Date—85 Grant—P30-HD05876

Grant—P30-HD05876

Note—34p.; An earlier version of this paper was presented at the General Conference of the International Union for the Scientific Study of Population (Florence, Italy, June 5-12, 1985).

Pub Type—Reports - Research (143)

EDRS Price - MF01/P02 Plus Postage.

Descriptors—Geographic Distribution, Migration Patterns, "Motivation, Population Distribution, Population Growth, "Population Trends, Quality of Life, Rural Areas, Rural Economics, "Rural Population, Rural Urban Differences, Socioeces.

Population, Rural Urban Differences, Socioeco-nomic Influences, \*Trend Analysis, Urbanization,

nomic Influences, "Trend Analysis, Urbanization, "Urban to Rural Migration
Identifiers—"Small Towns
All through the 1970-1980 decade, growth of population took place in the rural and small town areas of the United States where very little had occurred the state of the United States where very little had occurred. of the United States where very little had occurred in earlier recent decades. In general, the trend can be viewed as one that was primarily socially motivated but facilitated by improved rural economic conditions. By contrast, in the first 3 years of the 1980s nonmetropolitan growth diminished to an annualized rate only about three-fifths as high as that of the 1970s, whereas metropolitan growth has continued its previous pace. Although the force of the agricultural and industrial recession of 1980-83 in nonmetropolitan areas produced much of this change, isonmetropolitan counties with previous growth linked to retirement (and thus protected from income decline) have similarly allowed their rate of growth. It is conceivable that the strength of from income decline) have similarly allowed their rate of growth. It is conceivable that the strength of the noneconomic, quality-of-life objectives that attracted people to rural and small town communities in the 1970s may have waned. Therefore, further economic recovery in these areas may not lead to a full resumption of the pattern of population growth found in the 1970s. Appended are six tables, two maps, and two graphs showing population changes over the 13-year period. (Author/NEC)

ED 289 642 RC 016 448

Oliveira, Victor J. Distribution of Rural Employment Growth by Race: A Case Study. Rural Development Re-search Report Number 54. Economic Research Service (DOA), Washington,

D.C

Report No.—RDRR-54 Pub Date—Jan 86

Note—26p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.

DC 20402.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors— Blacks, Case Studies, Education

Work Relationship, Employment Opportunities,

"Employment Patterns, Females, Immigrants,
Males, \*Racial Factors, Rural Areas, Rural Development, \*Rural Economics, \*Whites

Identifiers—\*Economic Growth, \*Economic Impact, Economic Impact Studies, Georgia
Whites benefit more than blacks from rural eco-

nomic growth according to the findings of a 1982 survey of over 75,000 households in 10 rural counties in southern Georgia, selected to represent counties in southern Georgia, selected to represent fast growing nonmetro areas with mixed manufacturing and commercial agriculture-based economies with substantial minority populations. From 1976 to 1981, a period of rapid employment growth, the percentage of white women with jobs in the study percentage of write women with jobs in the study area increased, while the percentage of black men with jobs decreased. Among employed persons, whites increased their share of higher wage jobs. Persons who moved into the area obtained higher paying jobs than did other residents. These immigrates the property of the person with property of the property of the person with property of the person of grants, most of whom were white, in general took larger shares of the new jobs than did continuous residents of both racial groups. Among nonworking adults in 1981, blacks were more likely than whites to report that they wanted to work. Nonworking blacks, more than nonworking whites, reported that they could not find jobs or that they could not meet hiring requirements. Low education levels, which may be reflected in low skill levels, prevented blacks may be reflected in how sain reverse, prevent offices after from sharing more in increased job opportunities. Improving the education and job training of poor residents, especially blacks, is essential to distributing economic benefits more equally. (Author/NEC)

RC 016 457

Arends, Jane H.
Building on Excellence. Regional Priorities for the
Improvement of Rural, Small Schools. A Report
to the National Rural, Small Schools Task Force
by the Regional Educational Laboratories.
Council for Educational Development and Research, Washington, D.C.
Spons Agency—Department of Education, Washington, D.C.
Pub Date.—Sen 87

Pub Date-Sep 87

Note—44p.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Academic Achievement, Administrator Attitudes, Boards of Education, Cognitive
Processes, Comparative Analysis, \*Differences,
Educational Assessment, \*Educational Needs,
Educational Quality, Elementary Secondary Education, National Surveys, \*Regional Characteristics, \*Rural Schools, \*School Attitudes, School
Effectiveness, Self Esteem, \*Small Schools,
Teacher Attitudes. Teacher Attitudes

Identifiers-Priorities, Regional Educational Lab-

oratories, Teacher Incentives

Conducted by the Council for Educational Devel-Conducted by the Council for Educational Development and Research, a national survey asked educators representing the nation's 8,889 small, rural school districts to indicate which of 40 items/issues facing rural, small schools needed improvement. The 4,364 respondents (827 school board presidents, 1,251 district superintendents, 1,283 principals, and 1,073 classroom teachers) agreed on only dissues: the importance of improving academic performance of students from low-income families; the read to improve students' thinking and response. need to improve students' thinking and reaso skills, the task of recognizing/rewarding outstand-ing teachers; and the development of students self-esteem and aspirations. Problems identified as least pressing were the availability of quality instructional materials, school/classroom atmo-sphere, and size and/or turnover of teachers and administrators. Those closest to the classroom exhibited greatest concern about the quality of rural, small schools. Concerns varied across regions of the country, with educators from southeastern states having many concerns about the quality of their schools. About a third of all respondents shared high concern for student mastery of basic academic skills as well as foreign languages and fine/performs. night concern to student mastery or basic academic skills as well as foreign languages and fine/perform-ing arts. Nearly half of the teachers desired better on-the-job training, while 36% of board presidents didn't consider staff development to be in need of improvement. (NEC)

ED 289 644 RC 016 479

Rosenfeld, Stuart
The High School in a Rural Economy.
Southern Growth Policies Board, Research Triangle Park N.C.

Spons Agency—Department of Agriculture, Washington, DC. Office of Rural Development Policy. Pub Date-85 Note-22p. Journal Cit-Foresight; v3 n2 Sum 1985

Pub Type—Reports - Research (143) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Economic Development, "High Schools, "Labor Force Development, Quality of Life, "Role of Education, "Rural Development, Rural Economics, "Rural Education, Rural Environment, "School Community Relationship, Secondary Education, Small Schools Schools

Identifiers-Georgia, Missouri, Oklahoma, Tenner

Contributions of rural high schools to their local economic climate are both underestimated and un-dervalued. Functions that high schools can and dervalued. Functions that high schools can and abould perform in rural economic development to-day include providing occupational training to meet immediate labor market needs, raising community educational attainment levels to meet long-term employment needs, creating new income generating opportunities, establishing an environment for innovation and entrepreneurship, and improving the general quality of life by being a family resource for education and a community resource for cultural activities/expertise. Case studies of rural schools in Choorsis (Hattwell). Chlaboma (Rura). Tennessee activities experisse. Case success of trust schools in Georgia (Hartwell), Oklahoma (Byng), Tennessee (Shelbyville), and Missouri (Potosi) illustrate ways education can have an impact on a community's economic climate. Education levels in each area were lower than the national average, per capita ncome was lower, and all but one area relied more heavily on manufacturing for employment than na-tional norms. Factors common to the success of each program were forceful/energetic leadership; ability to raise needed funds; desire to improve comaumity to raise needed units, desire to hapitot com-munity quality of life while preserving rural charac-teristics; community pride in, identification with, and support of the school; emphasis on small-scale rural features to create a distinctively nonmetropoli-tan program; and recognition of the economic value of the local school. (NEC)

ED 289 545
Oversight Hearing on the Educational, Literacy and Social Needs of the Hispanic Community. Hearing before the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (Los Angeles, CA, March 20, 1930.)
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Committee on Education and Labor.
Pub Date—87
Note—189p.; Serial No. 100-14. Some pages contain small print.
Available from—Superintendent of Documents,
Congressional Sales Office, U.S. Government
Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC08 Plus Postag EDRS Price - MP01/PC08 Plus Postage.
Descriptors—Adult Literacy, \*Bilingual Education, Citizenship Education, \*Dropout Prevention. Educational Change, \*Educational Needs, Educational Change, \*Educational Needs, Education, English (Second Language), Hearings, Higher Education, High Risk Students, \*Hispanic Americans, Immigrants, Limited English Speaking, \*Literacy, Mexican American Education, Policy Formation, Program Ed. Formation, Program Descriptions, Program Effectiveness, Socioeconomic Status, Student Char-

Identifiers—Bilingual Education Act 1984, \*Cali-fornia, Congress 100th, English Only Movement, Immigration Impact, Los Angeles Unified School

District CA

The House Committee on Education and Labor, with the participation of the Congressional Hispanic Caucus, met to hear testimony and gather informa-Caucus, met to hear testimony and gather information in order to support congressional efforts aimed
at reducing the incidence of Hispanic dropouts and
adult illiteracy. Testimony was heard from Richard
Fajardo of the Mexican American Legal Defense
and Education Fund; Elias Galvan of John Glenn
High School (Norwalk, California); Juan Hurtado of
the National Origin Desigregation Center at San
Diego State University; Reynaldo Macias and
Rafael Magallan of the Tomas Rivera Center; Harry
Pachon of the National Association of Latino
Elected Officials; Hilda Solis, a Trustee for Rio
Hondo Community College; and Victoria Verches
of the Association of Mexican American Educators.
A great deal of the testimony focused on best educational practices for students with limited English
proficiency, and the experience of Los Angeles and
other California schools was used as illustration.
Additional topics of discussion included educational and socioeconomic status of Hispanics, drop-out rates, educational tracking, number of Hispanic teachers, social and economic consequences of illit-eracy, English only lobbying, bilingual education, and the impact of immigration reform on the de-mand for English as a second language and citizenship classes. (JHZ)

RC 016 499

Lowa State Univ. of Science and Technology, Ames. Cooperative Extension Service. Pub Date—Dec 84

Pub Date—Dec 34

Note—17p.

Pub Type— Reports - Research (143)

EDRS Price - MF0L/PC01 Plus Postage.

Descriptors—Agriculture, "Farmers, Farm Management, Federal Programs, "Financial Problems, Government Role, Legislation, Retirement, State Surveys, "Technological Advancement, "Work Attitudes

Identifiers—\*Debt, Farm Crisis, \*Iows, Policy Is-

The 1984 Iowa Farm and Rural Life Poll is summarized in this report. Responses from 1,585 randomly selected Iowa farm families showed that respondents opposed relaxing current state laws limiting foreign investors and non-farm corporational waveling of feedings. limiting foreign investors and non-farm corporations' ownership of farmland; had mixed feelings on
absentee ownership, changing banking laws to allow
banks to accept land as payment of debt, and organic farming research; and favored debt restructuring via the Harl-Leach proposal, changing the tax
code on offsetting nonfarm income, and targeting
price supports to smaller family farms. Opinions on
10 items in the 1985 Farm Bill varied widely (developing international markets and lowering interest
rates ranked highest). There was moderate to strong
support for federal government involvement in 10
areas (promoting international trade and insuring
food quality/safety standards ranked highest).
Sixty-eight percent supported reducing defense
spending to reduce the federal budget deficit. Of
nine recent technological developments, four were
opposed by at least 20%. Two-throts felt the finane recent technological developments, four were cosed by at least 20%. Two-thirds felt the finanopposed by at least 20%. Two-thirds felt the financial situation of lowa farmers was very serious, and voiced concern about local agribusiness, local lenders, and their own farms. Despite problems, farmers were generally satisfied with their occupation; 44% looked forward to retirement, 54% were planning for it, and 34% did not expect to ever retire. (JMM)

Phillips, Robert L., Jr. Wade, Sharon L.

An Analysis of Determinants on the Utilization of Community Based Organizations in Selected Areas of South Carolina.

Spons Agency—South Carolina State Coll., Oran-

geburg. Pub Date—Feb 87 urg.

Note—24p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (Nashville, TN, February 1-4, 1987). Pub Type—Reports - Research (143) — Speeches/-

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Role, Community Organiza-tions, Community Programs, Discriminant Anal-ysis, Educational Attainment, Health, Human Capital, "Human Services, Interviews, "Profiles, Racial Differences, Rural Areas, "Rural Urban Differences, Sex Differences, Urban Areas, Use Studies

Identifiersdentifiers—\*Community Based Organizations, Program Characteristics, South Carolina, \*User

racteristics, User Groups

Characteristics, User Groups
Of the empirical research on agency utilization,
examinations on the usage of community based organizations (CBO's) such as Community Action
Programs, Opportunities Industrialization Centers,
and Urban Leagues, have been minute. This study
of CBO's revealed significant relationships relative to the use of program services by 575 respondents randomly selected and surveyed via structured in-terviews in summer 1985. Data on above and below terviews in summer 1985. Data on above and below poverty level users of CBO's in rural and urban settings were analyzed. Employing the discriminant analysis technique, the study examined differences on selected dimensions of the human capital theory to assess the cumulative ability to differentiate the two groups. The results indicated that no statistically significant level was found in regard to race. The characteristic profile of those who utilized CBO's reflected persons who tended to be retired or unemployed, female, and lacking a high level of edu-

cational attainment and additional training. The discational attainment and additional training. The dis-criminant model revealed age and occupation were the important determinants for the usage of CBO's, followed by poverty level, additional job/skill train-ing, and sex. The findings were supportive of previ-ous research on traditional agency utilization. Concerning agency differences, the hypothesis that relevant regional differentials would emerge was not supported. (References and statistical tables are ap-pended. (Author/JMM)

ED 289 648 RC 016 501 Anderson, Margaret A. Kleinsasser, Audrey M. Will It Play in Rural America? Staff Developm

Pub Date—Nov 87

Note—29p.; Paper presented at the Annual Meeting of the National Association for Gifted Children (New Orleans, LA, November, 1987). For related document, see ED 278 521.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF0I/PC02 Plus Postage.
Descriptors—Educational Assessment, Elementary School Teachers, Elementary Secondary Education, \*Faculty Development, \*Gifted, \*Program Efattitudes. Program Development, \*Program Ef-

Attitudes, Program Development, \*Program Effectiveness, Program Evaluation, \*Rural Schools, Secondary School Teachers, Small Schools, Special Education, Student Educational Objectives,

cial Education, Student Educational Objectives, Student Experience, "Teacher Attitudes Identifiers—Kansas, "Uncertainty General educators' perceptions, attitudes, and be-liefs towards gifted learners and education of the gifted at both elementary and secondary levels in small, rural schools were examined. Eighteen teachers from a rural K-12 Kansas district having 518 students completed questionnaires during summer 1985 and during the 1985-86 school year, and the Offited Education Attitude Assessment adminis-tered in May, 1986. Staff development activities were guided largely by incoming data. Researchers also observed classes with identified gifted students. Results showed that elementary teachers were un-Results showed that elementary teachers were unsure about the gifted program's effectiveness, its effect on students' educational experiences, its extensiveness, the adequacy of its goals and objectives, the number of students served, and the benefits to the regular classroom of having gifted students present. Generally, they felt that gifted children required special programming and would not initiate their own learning activities. In contrast, 50% of the secondary teachers held the opposite view. Over 80% of the secondary teachers were uncertain about, or disagreed with the view that heins view. Over 80% of the secondary teachers were un-certain about, or disagreed with the view that being in the gifted program had been an effective educa-tional experience for the students. Roughly 12% thought that the goals and objectives were adequate and required no change. Five recommendations, ta-bles, references, and an annotated bibliography and resource list conclude the paper. (JMM)

RC 016 502 Ryan, Charles W. And Others
School Partnerships in Education: A Rural Consor-

Pub Date-Oct 87

Note—11p.; Paper presented at the National Rural and Small Schools Conference (Washington, DC, October 13-17, 1987).

October 13-17, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Role, "Cooperative Programs, Education, Financial Support, Higher Education, "Improvement Programs, Intermediate Administrative Units, Program Descriptions, Program Development, "Program Implementation, Rural Areas, "Rural Education, "School Community Relationship, School Districts Identifiers—"Partnerships in Education, Pennsylvania

vania
Partnerships between higher education and public schools in rural areas can lead to improved education in both sectors. When launching a partnership, all concerned must convince a wide sector of the community that such programs are cost effective and will lead to more successful educational programming. By providing such a rationale early, the type of support needed from the public and business community will be easier to secure. Regional democommunity will be easier to secure. Regional demo-graphics must be fully reviewed and understood by all participating groups. Rural area partnerships must take into account isolation, transportation is-sues, and distance between schools and the university. A partnership venture requires strong commit-ment and leadership from several sectors if it is to succeed. In particular, the public school superinten-dent, the president of the university, and the dean of the college of education must be highly visible in their support of the partnership. Well-developed partnerships will include an advisory committee, partnerships staff, record-keeping procedures, program activities, and evaluation and reporting proc-dures. Following these guidelines, Indiana University of Pennsylvania, Armstrong and Indiana Counties' Intermediate Unit #28, and the counties' 11 school districts have created a successful partner-ship, initiating 40 educational improvement projects ship, initiating 40 educational improvement projects since 1983. (JHZ)

ED 289 650 RC 016 508

Prieto, Margarita M.
Project Ancianos: Survey of Projects for the Hispanic Elderly, Initial Findings.
National Council of La Raza, Washington, D.C.
Pub Date—Jul 87.

Note—11p.; This project is jointly funded by the Travelers Companies Foundation and the Villers Foundation.

Pub Type— Reports - Research (143) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Advocacy, Agency Role, \*Client Characteristics (Human Services), Cubans, Deliv-

Characteristics (Human Services), Cubans, Delivery Systems, Economically Disadvantaged, "Health Needs, Health Services, "Hispanic Americans, Housing Needs, Mexican Americans, "Needs Assessment, "Older Adults, Program Descriptions, Puerto Ricans, "Social Services, Spanish Speaking, Transportation As part of a project to understand the socioeconomic and health status of Hispanic elderly, assess their needs, and examine services available to and utilized by this group, 17 agencies in 9 states (Arizona, California, Connecticut, Florida, Michigan, Missouri, New York, Ohio, and Texas) were evaluated through the survey project. Results indicated Missouri, New York, Onio, and leans were caused through the survey project. Results indicated the majority of clients served by these agencies had little or no formal education and nearly half spoke the server of only Spanish and/or were literate only in Spanish Nearly all clients were retired, many lived alone, and a significant percentage were disabled. The vast majority were low-income individuals and nearly three-fourths received Social Security benefits. three-fourths received Social Security benefits. Health care was cited as the most serious problem for clients, with lack of money, insufficient transportation, and language difficulties mentioned as the most serious barriers to adequate health care. Housing and transportation were also among the most serious unment needs. Most agencies carried out some advocacy on behalf of their clients and half indicated that they were interested in serving as out some advocacy on benait of their citeria sits usual indicated that they were interested in serving as focus sites for further research and advocacy or leadership training. On average, federal funding accounted for 46% of the elderly program budgets, state government for 18%, local government for 21%, and United Way for 11%. (NEC)

MacCarter, Don L. Oldham, Pat Wildlife of New Mexico: A Coloring Book. New Mexico State Dept. of Game and Fish, Santa

Pub Date-86

Note—35p.
Pub Type— Guides - Classroom - Learner (051)

Note—33p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Animal Behavior, Animals, Childrens Literature, Conservation Education, Elementary Education, \*Environmental Education, elllustrations, Instructional Materials, Maps, \*Outdoor Education, Paperback Books, Picture Books, \*Wildlife\*
Books, \*Wildlife\*
\*\*Loavifiers—\*\*Coloring\*\* Books, \*New Mexico, Identifiers-\*Coloring Books, \*New Mexico,

Project WILD

This coloring book showing 31 of New Mexico's wild animals was prepared in conjunction with Project WILD, an environmental and conservation school students. Each page contains a large line drawing of a wild animal, a brief description of its brawing of a wind animal, a orier description of its habitat and behavior, and a range map that indicates the animal's current range within the state. The description of the vagrant shrew is typical of the verbal information provided: "One of the tiniest of all mammals, vagrant shrews live in marshes and meadows. They are fierce little creatures that feed almost constitutions of the small spice." nonstop on insects, worms and other small animals." Other animals included in the book are the integtail, western bluebird, pinon jay, porcupine, abert's squirrel, sandhill crane, desert bighorn sheep, javelina, black bear, black-tailed prairie dog, road-runner, horned lizard, pronghorn antelope, coyote, little brown bat, black-tailed rattlesnake, elk, raven, mountain lion, burrowing owi, black-tailed jack rab-bit, red-tailed hawk, western meadowlark, collared lizard, pintail duck, spotted skunk, wild turkey, lesser prairie chicken, and swift and kit foxes. (JHZ)

RC 016 514 ED 289 652

Larson, Edward R. Reiter, Philip J.
What Every Citizen Should Know about Washington's Small Schools: Dropout and Graduation

Rates. Blue Mountain Small Schools Consortium, Waits-

Blue Mountain Small Schools Consortium, Walts-burg, WA.
Pub Date—85
Note—6p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Comparative Analysis, \*Dropout
Rate, Educational Attainment, Elementary Sec-ondary Education, \*High School Oraduates, \*Ru-ral Education, \*School Holding Power, \*Small
Schools Schools Holding Power, \*Small Schools

Schools Identifiers—\*Blue Mountain Small Schools Con-sortium WA, \*Washington In 1982-83, the State of Washington's 299 public school districts (K-12) educated more than 738,000 students; over 70% of these school districts enrolled fewer than 2,000 students and 40% enrolled fewer than 500 students. The small school (fewer than 500 students) graduation rate of 92.6% was 10.6% higher than the statewide average of 82%. Nine school districts (Dayton, Dixie, Kahlotus, Pomeroy, Prescrit, Star, Starbuck, Touchet, and Waitsburg) from the Eastern Washington counties of Columbia, Franklin, Garfield, and Walls Walls, which comprise the Blue Mountain Small Schools Consortium (BMSSC), had a 1983 graduation rate (98%) that was 16% higher than the statewide average. If Washington's graduation rate could have been increased to match that of BMSSC schools, 8,720 more students would have obtained a high schotts fewer than 2,000 students and 40% enrolled fewer creased to match that of BMSSC schools, 8,720 more students would have obtained a high school diploma. BMSSC's dropout rate for 1983 was 2.5% or 3.76% less than the statewide 6.26% dropout rate. If the state's dropout rate could have been reduced to the BMSSC rate, 8,746 students would have remained in school. (NEC)

ED 289 653

RC 016 516

Socsiger, Rex
Education and Rural Development. Item 14, Set
Number Two.
Tasmanian Education Dept., Hobart (Australia).
Pub Date—8p.

Recently Replaced (142)

Pub Date—84
Note—8p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Cooperation, Community Development, "Economic Development, Elementary Secondary Education, Foreign Countries, Politics of Education, Program Descriptions, Rural Areas, "Rural Development, "Rural Education, Rural School, "School Community Relationship, School Role Identifiers—"Australia, Australia (Tasmania), "Education Economy Relationship, New Zealand Concerned with the role of education in the development of rural areas, this report summarizes some of the major findings of the Australian Education and Local Development (ELD) projects combined with information collected from New Zealand rural areas during 1983. The five major studies contributing to the report are: (1) a case study of the Victoria Country Education Project; (2) the Western Australia ELD project which investigated education system policy and practices that would support local development in rural areas; (3) case studies of the Disadvantaged Country Areas Program and the School to Work Transition Program in the Riverina region of New South Wales; (4) contributions of the Tasmanian District High Schools to their local communities; and (5) a case study of the 1983 Westland Learning Festival held in New Zealand. Findings of these studies are used to discuss how education can lead directly to local economic development, give Leaning results are in investment of these studies are used to discuss how education can lead directly to local economic development, give support to local economies, contribute to local political development, support local society and culture, and form partnerships for the provision of joint resources. (HIZ)

ED 289 654 RC 016 519 Dreier, William H.
One Room School and the University Museum,
Pub Date—87

-6p.; Prepared for the University of Northern

lowa Committee on Rural Education.
Pub Type— Reports - Descriptive (141)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Educational History, Exhibits,
Higher Education, \*Museums, \*One Teacher
Schools, Primary Sources, Realis, \*Rural Education, \*Rural Schools, Small Schools, United States
History. \*Pulniversities\*

History, \*Universities
Identifiers—\*Museum Collections
A questionnaire sent to organizations and pro-A questionnaire sent to organizations and programs in rural education was designed to identify institutions displaying early school artifacts. Responses were received from 19 of the 30 states surveyed. The study found 11 university or college museums that have a one-room school as part of their collection. In addition, state parks and county conservation groups in states like Iowa and Neraka display many of these small buildings as museums. Perhaps, in the future, more former state normal schools, which prepared so many teachers for work in the one-room schools, will locate these historic learning settings on campus. (JHZ)

ED 289 655 RC 016 521 PCAP Project Profiles and General Profiles. Pri-ority Country Area Program-Queensland.

ority Country Area Program Queensland.
Priority Country Area Program Office, Brisbane (Australia). Spons Agency-Australian Schools Commission,

Pub Date-87

Note-27p.; For an earlier profile report, see ED 242 454.

report from the Project rome are included in time report from the Priority Country Area Program (PCAP), designed to improve the educational opertunities of rural Queensland children. The program resulted from a 1977-79 Schools Commission gram resulted from a 1971-79 Schools Commission report suggesting that rural students may be disadvantaged compared to urban dwellers with respect to available experiences/opportunities. The State overview of Queensland includes: a breakdown of overview of Queensland includes: a breakdown of the priority areas (with map); the area extent; name, address and phone number of the program's state coordinator; a description giving background, geog-raphy, program guidelines, and administration in-formation; and sections on PCAP projects and evaluation. The Area overviews cover the Central, Northern, North West and South West priority ar-eas of Queensland. Each overview contains: the eas of Queensland. Each overview contains: the name and extent of the area (with map); local authority areas; the date priority was declared; name, address, and phone number of regional coordinators; and a description of the area including background, geography, demography, PCAP Projects, administration, and information/publications. The Project Profile describes the Balonne Ballet project in the South West Priority area, which provides a travelling ballet teacher to give lessons in the area. Information is given on the background, operation, and evaluation of the project. (JMM)

ED 289 656 RC 0

Ballard, Charles G.
Cultural Literacy in the Indian Classroom.

Pub Date—Dec 87 RC 016 523

Pub Date—Dec 87
Note—19p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*American Indian Culture, \*American Indian Education, \*American Indian Literature, American Indians, Cultural Background, \*Cultural Influences, Elementary Secondary Education, Legends, Mythology, \*Relevance (Education), \*Student Needs, Students, Symbols (Literary), Tribes

tion), "Student Needs, Students, Symbols
(Literary), Tribes
The Indian student should draw upon the past and
also think of the future. He should become familiar
with one or two Indian spokesmen who have used
their heritage in distinctive ways or who speak for
their culture and its preservation. The student should examine his own environment, his class-room, and his associates to see if the direction that might be found in these areas is in his best interest.

How can one walk away from home and by so doing eventually return to it? The early Indian educators, eventually return to it? The early Indian educators, it seems, gave two answers to this problem. First, they recognized an early training period and a time when a person somehow had to come to terms with his destiny. So the first answer is that an individual must somehow return as a changed person, a warrior who now has some specific skill that he contributes to the welfare of the community. For the second answer, the myth-makers of the Pacific Northwest suggest that you become a raven and Northwest suggest that you become a raven and that you begin to travel. This answer is equivalent to creative ethnicity, for it means that if you must leave family and friends, you may still, in essense, take them with you. (Author/JHZ)

RC 016 524

ED 289 657 RC 016 5: Craddick, Jan O. Evaluating the Early College Incentive Program.

Evaluating the Early College Incentive Program, Pub Date—Feb 86
Note—61p.; Ed.D. Practicum, Nova University. Pub Type— Dissertations/Theses—Practicum Papers (043)—Reports—Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, College Environment, \*College Preparation, Course Objectives, Course Selection (Students), Grade 9, \*Grade Point Average, Higher Education, Junior High Schools, \*Junior High School Students, Participant Characteristics, \*Program Effectiveness, Frogram Evaluation, \*Rural Youth, \*Student Actitudes, Student College Relationship, Summer Programs, Territorians, Te

Programs, Transitional Programs Identifiers—Alaska, \*Sheldon Jackson College AK To address the lack of academic and social preparation that many rural Alaskans have when they first arrive at college, in 1985 Sheldon Jackson College (Sitks, Alaska) initiated the Early College Incentive Program (ECIP) to expose junior high students to college learning and living requirements, reduce cultural shock (Sheldon Jackson's student body is 72% Alaskan and 56% Native Alaskan), and excite students about college opportunities. From 125 applicants, 38 were selected to attend the 22-week summer program on campus; 36 successfully completed the program. This 1986 study's objective was to determine whether participation in the ECIP had had a significant effect on particithe ECIP had had a significant effect on partici-pents' preparation for college and attitudes about college. The number of college preparatory courses taken, the grade point average (GPA) for the college preparatory courses, and participants' attitudes about college were compared with the same mea-sures for two 9th-grade control groups. Findings ahowed that although there were no significant dif-ferences at the .05 level between the groups in course selection or college planning, there was a significant difference at the .05 level in GPAs. Con-tinuation of the program; is warranted, and the study tinuation of the program is warranted, and the study and evaluation are being used in development of future programs. (JMM)

ED 289 658 RC 016 525

ED 289 658

RC 016 525

Edington, Everett D. Koehler, Lyle

Rural Student Achievement: Elements for Consideration. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 87

Pub Date—Dec 87 Contract—400-86-0024

Note—10p.

Available from—ERIC/CRESS, New Mexico State
University, Department 3AP, Box 30001, Las
Cruces, NM 88003-0001 (free).

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products

(071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Academic Achievement, Access to Education, Comparative Analysis, Educational Research, Elementary Secondary Education, High Education, High School Graduates, Models, \*Outcomes of Education, Parent Influence, \*Rural Education, \*Rural Urban Differences, School Community Relationship, \*Small Schools,

School Community Relationship, "Small Schools, "Student Characteristics Identifiers—ERIC Digests Current educational research efforts are examin-ing rural/urban differences in achievement, appro-priateness of rural/urban achievement measures, effects of parents and community on the attainment of rural students, and how well rural students suc-ceed in higher education. To accurately assess the result rural esched's impact on students cural-urban nall, rural school's impact on students, rural-urban

comparisons must be made on students who are matched by origin, background, and access to information. Recent composite results find little difference in the academic achievement of rural and urban students or in their desire to attend college. A rural deficit model could be replaced by a rural strength model, for that is suggested by the fact that rural students do wish to attend college and make adequate grades there, nowithstanding the fact that rural high school students have less total access to educational information. It could he argued that: cational information. It could be argued that rural high school students are therefore, in terms of their overall progress, achieving more, not less. Twelve studies cited and discussed in this digest are listed at the end of the paper. (NEC)

ED 289 659 RC 016 526

Wall, Milan Luther, Vicki Braglio
The Entrepreneurial Community Case Study
Project Identifying "20 Clues to Rural Commu-Heartland Center for Leadership Development,

Lincoln, NE. Pub Date

Note—22p. Available from—Heartland Center for Leadership Development, 941 O Street, Suite 818, Lincoln, NE 68502 (\$5.00).

NE 68502 (\$5.00).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Attitudes, \*Community

Characteristics, \*Community Deprement,

Leadership Qualities, Long Range Planning,

Quality of Life, \*Rural Areas, Rural Development,

teadership Qualities, Long Range Planning,

Quality of Life, \*Rural Areas, Rural Development,

\*Rural Economics, Social Values, Success

Identifiers—Declining Communities, \*Parm Crisis,

Nebraska, \*Survival, Value Sharing

An in-depth study of five successful rural Nebraska communities with populations ranging from

450 to 6,000 was undertaken to determine why

some rural communities are coping with fundamen-

450 to 6,000 was undertaken to determine why some rural communities are coping with fundamental restructuring while others seem to have surrendered to the current agricultural economic crisis. Background information was gathered on each community, and community leaders were asked a series of questions related to quality of life, the economy, leadership, and future planning. The information gathered was analyzed for characteristics in commune access all communities and used to write commune the communities and used to write comgathered was analyzed for characteristics in common across all communities and used to write community profiles. A synthesis of insights into community success led to development of a series of 20 possible clues to rural community survival. The clues include points such as evidence of community pride, emphasis on quality in business and community life, careful use of fiscal resources, sophisticated use of information resources, willingness to seek help from the outside, and strong belief in and support for education. This report includes case studies of the five successful Nebraska communities (Broken Bow, Chadron, Eustis, Geneva, and Wauss) and an annotated list of the 20 clues to rural community survival. (JHZ) survival. (JHZ)

ED 289 660 RC 016 527

Cohen, Julius

Survey of Rural Nebraska Youth Concerns. South Central Comprehensive Comp Health Center, Kearney, NE. Pub Date—Dec 87 nunity Mental

Note—38p.; Paper presented at the Annual Meeting of the Working with Families Conference (7th, Manhattan, KS, November 3-5, 1987). Best

(7th, Manhattan, KŠ, November 3-5, 1987). Best copy available. Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Anger, Antisocial Behavior, Anxiety, "Depression (Psychology), "Drinking, "Drug Use, Emotional Problems, Family Relationship, Financial Problems, Helplessness, High Schools, "High School Students, "Quality of Life, Questionnaires, Rural Schools, "Rural Youth, School Size, Small Schools Identifiers." Nebrasks

Identifiers-Nebraska

The extent and degree of student alcohol and drug involvement—and possible factors relating to the involvement—were examined in a study of 1,503 Nebraska high school students in 6 small rural schools and in 1 larger school (949 students) located in a medium-sized trade center. The survey was undermedium-sized trade center. The survey was under-taken as a needs assessment in preparation for a federal grant proposal targeted at substance abuse, but it also appeared to have relevance for the school curriculum. The questionnaire included 45 items and 3 identifying questions relating to psychological states, family and peer relationships, general adjustment, and worry areas. Results showed that of the 1,485 students who reported on their drinking behavior, 59% said they drank. Of these, 25% consumed over seven drinks weekly. Of the 1,448 students who responded to the question about drugs, 10.5% professed use (22% of these said they used on a daily basis). Much variation appeared between sites, with the biggest percentage of drinkers and drug users in the largest school (67% and 14.9% respectively). In all seven sites, inability to control oneself and one's life demands, family finances, pressure, depression, and hopelessness were among the reasons cited for substance abuse. Twenty-six pages of tables are included. (JMM) pages of tables are included. (JMM)

ED 289 661 RC 016 528 Hoffman, Kay Sallee, Alvin L.

Linking Practice Skills for the Rural and Urban

Poor.
Pub Date—Sep 87
Note—19p.; Paper presented at the National Institute on Social Work in Rural Areas Conference (Pensacola, FL, August 2-5, 1987).
Pub Type—Reports Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Passerinters—Alugni. Comparative Analysis.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alumni, Comparative Analysis,

\*Economically Disadvantaged, Education Work
Relationship, Higher Education, \*Job Skills, Professional Services, \*Relevance (Education), Rural
Areas, \*Rural Urban Differences, Social Services,
Social Work, \*Social Workers, Urban Areas
Identifiers—\*Generalizable Skills, Michigan (Detroit), New Mexico (Las Cruces)
Two studies investigated the transferability of
generalist social work practice skills and knowledge
between rural and urban settings, Interviews with 20
between rural and urban settings, Interviews with 20
between rural and urban settings, Interviews with 20

Iwo studies investigated the transferability of generalist social work practice skills and knowledge between rural and urban settings. Interviews with 20 social workers practicing primarily with low income persons in both rural (Las Cruces, New Mexico) and urban (Detroit, Michigan) settings focused upon social work skills, perceived strengths and problems of client systems, and preferred work situations/settings. Findings indicated empathy skills, conflict management, networking, coalition building, social action, linking clients to resources, collaborative skills, and the problem-solving process were used by both urban and rural professionals. Most social workers, both rural and urban, viewed clients as having a strong sense of family, strong religious beaving a strong sense of family, strong religious be liefs, and extensive family supports. Rural social workers saw their clients as less affected by the conworkers saw their chemis as less affected by the con-sumer culture. All social workers saw gaining access to existing resources as a major client problem, along with transportation, child care, inadequate housing, and lack of meaningful job opportunities. Urban professionals indicated their clients had greater access to medical care. Both groups exgreater access to medical care. Both groups ex-pressed satisfaction with the community context of their work. Responses from 246 alumni of 8 univer-sity undergraduate social work programs revealed no significant differences between urban and rural practitioners on their use of the generalist practice still. AUECO skills. (NEC)

ED 289 662 RC 016 529

ED 289 662
Rucker, George And Others
An Directory of Rural and Specialized Transit
Operators, Volume 1: Eastern U.S. Systems.
Rural America, Inc., Washington, D.C.
Spons Agency—Department of Transportation,
Washington, D.C.
Report No.—DOT-1-86-26
Pub Date—Jun 86
Note—242p; For other volumes, see RC 016
530-531.
Pub Type—Reference Materials, Directorials (Co.

530-531.

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Agencies, Agency Role, \*Delivery Systems, Directories, \*Disabilities, Elementary Secondary Education, Federal Aid, \*Older Adults, \*Rural Areas, \*Transportation, Young

Children

Identifiers—Private Transportation, Public Transportation, \*United States (East)

This 3-volume directory is the first comprehensive effort to identify Urban Mass Transportation

Administration (UMTA) funded Section 18 and Administration (UMTA) funded Section 18 and 16(b)(2) rural and specialized transportation agencies and describe characteristics of these systems: organizational structure, service characteristics, size, and areas served. Volume I contains listings for Region I (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont); Region II (New Jersey, New York); Region III (Delaware, District of Columbia, Maryland, Pennsylvania, Virpoctunient Resumes

Jina, West Virginia); and Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee). Under regional and state headings, agencies providing transit systems are listed alphabetically according to funding source: Section 18, Section 16(b)(2), or other federal sources. Addresses and telephone numbers, names of counties served, numbers of vehicles and lifts in service, and number of trips made and clients served are provided for each agency. Data from individual agencies are summarized in state profiles, which are then combined into regional and national profiles. Volume 1 identifies a total of 1,547 organizations receiving direct or indirect UMTA funding. This includes 335 agencies funded under the Section 18 program and 1,212 agencies receiving assistance under Section 16(b)(2). (NEC)

ED 289 663 RC 016 530

ED 289 663
Rucker, George And Others
A Directory of Rural and Specialized Transit
Operators. Volume 2: Central U.S. Systems.
Rural America, Inc., Washington, D.C.
Spons Agency—Department of Transportation,
Washington, D.C.
Report No.—DOT-1-86-27
Pub Date—Jun 86
Note—396pt. For other volumes, see RC 016
529-531.
Pub Type—Reference Materials. Directories (Cat.)

Pub Type — Reference Materials - Directories/Cat-alogs (132) EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Agencies, Agency Role, \*Delivery Systems, Directories, \*Disabilities, Elementary Secondary Education, Federal Aid, \*Older Adults, \*Rural Areas, \*Transportation, Young Children

Children Identifiers—Private Transportation, Public Transportation, \*United States (Central) This 3-volume directory is the first comprehensive effort to identify Urban Mass Transportation Administration (UMTA) funded Section 18 and 16(b)(2) rural and specialized transportation agencies and describe characteristics of these systems. cies and describe characteristics of these systems: organizational structure, service characteristics, size, and areas served. Volume 2 contains listings for Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin); Region VI (Arkansas, Lousisiana, New Mexico, Oklahoma, Texas); and Region VI (lowa, Kansas, Missouri, Nebraska). Under regional and state headings, agencies providing transit systems are listed alphabetically according to funding source: Section 18, Section 16(b)(2), or other federal sources. Addresses and telephone numbers, names of counties served, numbers of vehicles and lifts in service, and number of trips made and clients served are provided for each agency. Data from inlifts in service, and number of trips made and clients served are provided for each agency. Data from individual agencies are summarized in state profiles, which are then combined into regional and national profiles. Volume 2 identifies a total of 1,760 organizations receiving direct or indirect UMTA funding. This includes 441 agencies funded under the Section 18 program and 1,319 agencies receiving assistance under Section 16(b)(2). (NEC)

RC 016 531

ED 289 664

Rucker, George And Others

A Directory of Rural and Specialized Transit
Operators, Volume 3: Western U.S. Systems.
Rural America, Inc., Washington, D.C.
Spons Agency—Department of Transportation,
Washington, D.C.
Report No.—DOT-1-86-28
Pub Date—Jun 86
Note—240p; For other volumes, see RC 016
529-530.
Pub Type—Reference Materials - Directories (Cat-

Dub Type—Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Agencies, Agency Role, \*Delivery Systems, Directories, \*Disabilities, Elementary Secondary Education, Federal Aid, \*Older Adults, \*Rural Areas, \*Transportation, Young Children

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(Alaska, Idaho, Oregon, and Washington). Under regional and state headings, agencies providing transit systems are listed alphabetically according to funding source: Section 18, Section 16(b)(2), or other federal sources. Addresses and telephone numbers, names of counties served, numbers of vehicles and lifts in service, and number of trips made and clients served are provided for each agency. Data from individual agencies are summarized in state profiles, which are then combined into regional and national profiles. Volume 3 identifies a state profiles, which are then commoned into re-gional and national profiles. Volume 3 identifies a total of 955 organizations receiving direct or indi-rect UMTA funding. This includes 249 agencies funded under the Section 18 program and 706 agen-cies receiving assistance under Section 16(b)(2). OVEC

ED 289 665 RC 016 532

Carey, John J.
Law Related Education Curriculum.
Crownpoint Inst. of Technology, NM.
Spons Agency—Department of Education, Washington, DC. Pub Date—1 Sep 87 Grant—G008610580

Grant—G008610380
Note—1309.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adult Education, \*American Indian
Education, \*American Indian Reservations,
American Indians, \*Citizenship Education, Civil
Rights, Civil Rights Legislation, Consumer Education, Course Content, Criminal Law, Curricu-lum Guides, Due Process, Family Life, Instructional Films, Law Enforcement, \*Law Re-lated Education, Laws, Lesson Plans, Program Descriptions, Resource Materials, School Law, Secondary Education, Student Rights, Teaching Methoda, Units of Study lentifiers—\*Navajo (Nation), \*Tribal Law

Methods, Units of Study Identifiers—"Navajo (Nation), "Tribal Law Law related education learning modules and les-son plans are presented in this curriculum guide, which is designed to meet three broad goals: (1) to encourage good citizenship and respect for the law by teaching students how to effectively function within the law and to demonstrate and value lawful conduct; (2) to promote a better understanding for the law and the legal system; and (3) to identify and explain those areas of the law that affect the lives of Navajo students living in the "checkerboard" area of the Navajo Reservation. The 32 detailed lesson plans are organized into six chapters dealing with introduction to law, consumer law, individual rights, family law, student and school law, and criminal family law, student and school law, and criminal law. Each lesson begins with objectives for the learner, an opening question that introduces the topic of the lessons, background information for the teacher, suggested methods and materials, and a list of activities for extending the lesson. Topics of individual lessons include categories of law, collection agencies and debtor rights, Indian voting rights, marriage on the Navajo Reservation, school due process, and tribal jurisdiction over non-Indians. An annotated list of 21 recommended films and a bibliography of instructional materials are appended. ography of instructional materials are appended.

ED 289 666 RC 016 533 Friesen, John W.
Teaching in the Native Outreach Program at the University of Calgary.
Pub Date—Oct 86

Note—23p.; Paper presented at the Mokakit Con-ference of the Indian Education Research Associ-ation (Winnipeg, Manitoba, Canada, October

ation (Winnipeg, Mantoota, Canada, October 17-19, 1986).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF91/PC91 Plus Postage.
Descriptors— \*American Indian Education, American Indians, \*Canada Natives, College Students, \*Extension Education, Foreign Countries, Higher Education, \*Outreach Programs, Program Descriptions, Program Evaluation, \*School Community Relationship, Student Personnel Services, \*Student School Relationship Identifiers—"University of Calgary (Canada) In 1972 the University of Calgary began an outreach program involving students at the Stoney Indian Reservation at Morley, which is located 35 miles west of Calgary. Later, the program was expanded to include several other Indian reserves. In the fall of 1986, the university graduated the 100th Native student, many of whom had taken training in the outreach program. In addition, the Native Student Services resources available on campus

which are part of the Native Centre have sustained many Native students and served to foster a very positive influence toward higher education in their home communities. This report provides a history of the outreach program's 15 years of operation, noting problems and poor decisions as well as accomplishments. The concluding section proposes resential indicators of program success including reessential indicators of program success including re-spect for Native values, philosophy of biculturalism, emphasis on all aspects of personal devel-and acceptable academic standards. (JHZ) al develop

RC 016 534

Tamaoka, Katsuo Congruence between Learning Styles of Cre Dene and Metis Students, and Instructions Styles of Native and Non-Native Teachers. Pub Date-Oct 86

Note—26p.; Paper presented at the Mokakit Con-ference of the Indian Education Research Associ-ation (Winnipeg, Manitobs, Canada, October

Pub Type - Reports - Research (143) — Speeches/-Meeting Papers (150) EDRS Price - MF01/PC02 Plus Postage. Descriptors - American Indian Education, Ameri-can Indians, \*Canada Natives, \*Cognitive Style, Companyation Analysis, Exercise Companyation Comparative Analysis, Foreign Countries, Secondary Education, Statistical Data, \*Student Attitudes, Student Characteristics, \*Teacher Attitudes, Teacher Characteristics, \*Teaching Styles, Tribes

Styles, Tribes
Identifiers—Canada, Canfield Learning Styles Inventory, Cree (Tribe), Dene (Nation), Metis (People), "Saskatchewan
To ascertain possible differences and similarities in learning sevices of Cree Den (Chi.)" in learning styles of Cree, Dene (Chipewyan), and Metis students and the instructional styles of Native and non-Native teachers in northern Saskatchewan, Canfield's Instructional Styles Inventory was ad-ministered to 280 grade 7-9 students (81 Cree, 65 Dene, and 134 Metis) and 79 teachers (15 Native and 64 non-Native). Results showed significant dif-ferences on four scales of learning style, indicating Dene students were less negative towards a competitive learning situation; were least negative to learn-ing through written material; and had leas preference for learning by direct experience than Cree or Metis students. Findings also indicated non-Native teachers more strongly preferred to teach from logically and clearly organized materials than did Native teachers and Native teachers were than the Native teachers and native teachers were once likely to encourage students to work independently. Although both Native and non-Native teachers were congruent on more than 65% of all instructional/learning components with all student groups, it was found that Native teachers were constructively likely the processors. gruent with all student groups at a higher percentage and on a greater number of components than was true for non-Native teachers. (NEC)

RC 016 535

ED 289 668 RC 016 53

Lang, H. R. Scarfe, D. R.
A Survey of Indian/Metis Teacher Education
Programs: Peer Support.
Pub Date—18 Oct 86

Note—23p.; Paper presented at the Mokakit Con-ference of the Indian Education Research Associ-ation (Winnipeg, Manitoba, Canada, October 18,

auon (Winnipeg, Manistons, Canacas, October 18, 1986).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Valsaks Natives, "American Indian

Education, American Indians, Canada Natives,
Delivery Systems, Foreign Countries, "Group

Dynamics, Higher Education, "Peer Groups, Peer

Relationship, Program Content, "Social Support

Groups, "Fleacher Education Programs, Teacher

Role, Tribes

Identifiers—"Metis (People)

This study examined the nature of and events oc
curring in 10 Indian/Metis teacher education pro
grams (9 Canadian, 1 Alaskan) which could

contribute to the use or development of student peer

group support. Information was sought about oppor
tunity to interact as a program/class group, events

which enhance Indian/Metis identity, program

components intended to develop interpersonal or components intended to develop interpersonal or group skills, the role of faculty and program delivery mode in influencing development of the group as a support system, and other factors enhancing/limiting development of the group as support. A questionnaire was piloted and sent to 21 Indian/Metis teacher education programs believed to comprise the entirety of such programs north of the 49th par-

allel; usable returns were received from 10 programs. Questionnaire responses indicated the fol-lowing practices may foster group support systems: off-campus program location, group counseling, so-cial events, formal orientations, attendance at native cial events, formal orientations, attendance at native conferences, seniors acting as mentors to junior students, provision for faculty/student interaction. Other conditions identified as facilitating group development including holding retreats, providing in-program workshops, having small classes, sharing common survival problems, having a high proportion of mature students, sharing cultural values and kinship bonds, and perceiving the program to be native controlled. Pactors reported to limit group development included family responsibilities, disdevelopment included family responsibilities, dis-tance between home and center, transportation availability, lack of funds, heavy course loads, and many diverse cultural groups of students. (NEC)

ED 289 669 RC 016 540 Rios, Betty Rose D.
Selected Trends and Issues in Rural Education and
Small Schools.
Pub Date—Oct 87

Pub Date—Oct 87

Note—20p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consolidated Schools, Delivery Systems, Distance Education, Economic Factors, Educational Change, Educational Policy, Educational Research, \*Educational Price Policy, Educational Research, \*Education, Population Trends, Poverty, Rural Economics, \*Rural Education, Rural Environment, Rural Population, Rural Schools, School District Reorganization, School Effectiveness, \*Small Schools, Teacher Education, Teacher Recruitment (dentifiers—\*Education Economy Relationship

tion, reacher Kechutment Identifiers—"Education Economy Relationship Rural America and its schools (which encompass nearly two-thirds of the 15,600 school districts in the United States) face an incredible array of chalthe United States) face an incredible array of chal-lenges. Changes in demographic, economic, and so-cial conditions are creating a new rural America which is beset by many problems. Rural poverty does not appear to be diminishing and researchers conclude that poverty has deleterious effects on home environment, which in turn has a major im-pact on educational achievement. While the rural pact on educational achievement. While the rural population is now declining or growing at a lower rate than urban areas, rural areas are maintaining their traditional higher percentage of children and have a proportionately greater need for elementary and secondary education. There is a lack of precisp information or sural literature. information on rural education, but recent efforts information on rural education, but recent errors are attempting to determine research agendas for rural education. Among the trends/issues in rural education propelled into the limelight by the events of educational reform are school consolidation and its alternatives; utilization of distance education strategies; teacher preparation, recruitment, and re-tention; and rural school effectiveness. Until the tention; and trial school enlectiveness. Onto the economic well-being of rural America is reinvigorated, the plight of its small, rural schools will be just one more piece of a much larger, unsolved puzzle. A bibliography lists 50 references. (NEC)

RC 016 541 Lasley, Paul Bultena, Gordon
Farmers' Opinions on the Relationship between
Land Grant Colleges and Private Industry.
Pub Date—87

Note—21p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12-15, 1987).
Pub Type—Reports - Research (143) — Speeches/-

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Agricultural Trends, Economic Development, Economic Factors, "Farmers, Higher Education, Industry, "Influences, Land Grant Universities, Linking Agents, "Opinions, Research Needs, Research Utilization, "School Business Relationship, "Scientific Enterprise, Technical Assistance, Technology Transfer Identifiers—"Farm Crisis, Iowa, Iowa Farm and Rural Life Poll, Private Industry, "Research Priorities

The extent to which conditions and experiences of the extent to when conductions and experiences of the farm crisis have tempered or shaped farm opera-tors' opinions about the role of the scientific com-munity in economic development through university-industry linkages is examined in this pa-per. Eleven Likert-type items, designed to ascertain how these linkages are viewed, were included in the 1987 Iowa Farm and Rural Life Poll. Farmers' opinns were assessed on how much collaboration is

desirable and the desired role of the private sector in selecting problems to be studied. The hypotheses were that economic hardship, scientific orientawere that economic hardship, scientific orienta-tions, economic development perspectives, and per-sonal sociodemographic characteristics would be important predictors. Findings showed that farmers spenerally supported stronger university-industry linkages, and agreed that scientific research is deter-mined by who can pay, rather than what is needed. Mixed opinions were held on how new discoveries should be made available, and whether the amount of private consulting by university scientists should of private consulting by university scientists should be curtailed. The 11 attitudinal items factored into be currained. I set I attitudinal items ractored into 4 scales with low reliability coefficients, in part due to the limited number of items in each factor. It was concluded that although farmers are generally sup-portive of university-industry linkages, it is too early to accurately predict whether future support will be sustained. (JMM)

RC 016 542

RC 016 542
Fletcher, Richard K., Jr. And Others
A Comparison of Responses on the Good School
Survey by Rural School Teachers and Students of
Middle Tennessee at Three School Levels.
Spons Agency—Tennessee Technological Univ.,
Cookeville. Rural Education Research and Service Conpectium.

vice Consortium

Pub Date-20 Nov 86

vice Consortium.

Pub Date—20 Nov 86

Note—66p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 20, 1986). For related report, see RC 016 319.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC03 Plus Postage.

Descriptors—Classroom Techniques, Comparative Analysis, Educational Attitudes, \*Educational Environment, Educational Facilities, Elementary Schools, Elementary Secondary Education, High Schools, Middle Schools, Organizational Climate, Regional Characteristics, Rural Education, \*Rural Schools, School Attitudes, \*School Effectiveness, School Surveys, \*Student Attitudes, Tables (Data), \*Teacher Student Relationship identifiers—"Good Schools Project (Kappa Delta Pi), \*Tennessee (Upper Cumberland)

This paper compares responses of 660 teachers and 3,420 students from 36 schools (23 elementary, 4 middle, 9 secondary), located in 14 rural Tennessee counties, by school level on the Good Schools Survey instruments. Data represent teacher and student perceptions of classroom practices, support services/facilities, commitment, and goal attainment. Results indicate high school teachers were generally less positive about their students, principals, inservice training opportunities, and expectations related to student learning than were generally less positive about their students, principals, inservice training opportunities, and expectations related to student learning than were elementary and middle school teachers. Middle school teachers weith the school teachers were most positive. Approximately 20% of elementary teachers viewed items relating to school operation and administration negatively. Elementary teachers showed more positive attitudes toward student learning, self-worth, acceptance of other cultures, and self-reliance than did secondary teachers. High school teachers appeared most willing to offer help to students with problems and viewed themselves as more open to alternate viewpoints on classroom subject matter than did their students. Elementary students and teachers viewed student-to-student and student-to-teacher interaction more favorably. Secondary students deemed student-to-student and student-to-teacher interac-tion more favorably. Secondary students deemed peer relationships to be stronger. Elementary stu-dents reflected more positive images of teachers' enjoyment/willingness to work hard. Younger stu-dents viewed school work as important and school as a good place to be more than did secondary stu-dents. The study data is displayed in eight tables which comprise the bulk of the document. (NEC)

## SE

ED 289 672 SE 048 757

EID 289 672 SE 048 757
Moore, Cecelia Peterson, Peggy
American Poetry and the Sea. Ocean Related
Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington
Univ., Seattle. Washington Sea Grant Program.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, M.
National Sea Grant Program; Washington Office
of the State Superintendent of Public Instruction,

Olympia. Pub Date—80

Pub Date—50
Note—104p; Drawings may not reproduce well.
Available from—Pacific Science Center Giftshop,
200 2nd Ave. North, Seattle, WA 98109 (\$6.00).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage. PC Not Available - EDRS le from EDRS.

able from EDRS.

Descriptors—Environmental Education, \*Interdisciplinary Approach, \*Language Arts, Marine Biology, \*Marine Education, Oceanography, \*Poetry, Poets, Science Activities, \*Science and Society, Science Curriculum, Science Education, Science Instruction, Secondary Education, \*Secondary Education, \*Secondary Education, \*Secondary Education, \*Secondary Education, \*The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequired.

nections between humans and oceans are prerequi-sites to making sound decisions for the future. sites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers iting in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, and a bibliography. This activity packet designed for grades 10-12 presents a variety of poems about the sex, written by American poets. One section deals exclusively with poems by Pacific Northwest poets. Students are exposed to many different poetic responses to the sea and are expected to read, understand and discuss each selection. A major purpose of this unit is to make students aware of our marine environment. Other purposes are to help students en time unit is to make students aware of our marine environment. Other purposes are to help students become familiar with the various techniques poets use to create their poetry and to introduce students to poetry as an art form to be experienced and en-joyed. (TW)

ED 289 673 SE 048 758

Jones, Claire
Bleach Profiles and Transects. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—80

Note—58p.; For a related document, see SE 048
759. Drawings may not reproduce well.
Available from—Pacific Science Center Giftshop,
200 2nd Ave. North, Seattle, WA 98109 (\$6.00).
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ecology. Favigrouppental Education.

able from EDRS.

Descriptors—Ecology, Environmental Education, Field Instruction, Field Trips, Interdisciplinary Approach, Marine Biology, \*Marine Education, Anthematics Education, \*Mathematics Instruction, \*Measurement, Oceanography, Science Activities, Science and Society, Science Curriculum, Science Education, \*Science Instruction, Secondary Education, \*Secondary School Mathematics, \*Secondary School Science, Water Resources Identifiers—Project ORCA, Washington The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequi-

nections between humans and oceans are prerequi-sites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activisnes to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This activity packet designed for grade levels 8-9 focuses on making measurements on beaches. The activity "Profiles" gives directions on how to measure and record the profile of a slope. In the "Transect" activity, students sample populations using the single line transect-quadrat method. This activity is intended to follow up studies of beach zonation in the packet "Beaches." In addition to measuring and sampling techniques, analysis of the inter-relatedness of beach life and environmental factors is stressed. (TW)

ED 289 674

SE 048 759

Beaches. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.

of the State Superintendent of Funde Association, Olympia.
Pub Date—80
Note—93p.; For a related document, see SE 048
758. Drawings may not reproduce well.
Available from—Pacific Science Center Gifshop,
200 2nd Ave. North, Seattle, WA 98109 (\$6.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS. able from EDRS.

able from EDRS.
Descriptors—Elementary Education, "Elementary School Science, Environmental Education, interdisciplinary Approach, Marine Biology, "Marine Education, "Oceanography, "Physical Environment, "Science Activities, Science and Society, Science Curriculum, Science Education, "Science Education, "Science Education, "Science Education, "Science Instruction, Water Resources Identifiers—"Project ORCA, Washington
The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. dealing with a particular topic related to the oceans. Included are student worksheets, a vocabulary list Included are student worksheets, a vocabulary list and a bibliography. This activity packet, designed for the junior high school level, introduces students to the physical and biological processes of the beach cone. Activities deal with the beach as a habitat for plants and animals. Students are encouraged to examine the physical configuration of beaches and learn to identify and label the parts of a beach. The activities focus on an understanding of the processes that help form beaches. The final activity examines the impact of human use of the beach on the natural beach processes and habitats. (TW)

SE 048 760 ED 289 675

ED 289 673
McNutt. Nan
Early Fishing Peoples of Puget Sound. Ocean
Related Curriculum Activities. Revised Edition.
Pacific Science Center, Seattle, Wash; Washington
Univ., Seattle. Washington Sea Grant Program.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Mol.
National Sea Grant Program.; Washington Office
of the State Superintendent of Public Instruction, Pub Date 83

Pub Date—83
Note—135p; Drawings may not reproduce well.
Available from—Pacific Science Center Giftshop,
200 2nd Ave. North, Seattle, WA 98109 (\$6.00).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors— American Indian Culture, Anthro-pology, Elementary Education, \*Elementary School Science, Environmental Education, \*His-

pology, Elementary Education, "Elementary School Science, Environmental Education, 'History Instruction, Interdisciplinary Approach, Marine Biology, 'Marine Education, Oceanography, 'Science Activities, Science and Society, Science Curriculum, Science Education, 'Science Instruction, Social Studies, Water Resources Identifiers—"Project ORCA, Washington The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides a the teacher with a set of leasons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This unit, designed for the junior high level, presents the early Puget Sound Indian culture, emphasizing the importance of the water environment to their way of life. It stresses the resourcefulness of these people in inventing the technology to utilize the natural environment for all their needs. It is designed to familiarize students with geography, climate, and the natural resources of Puget Sound and tribal names and locations via maps and charts. Stories are included as a teaching device, a method similar to

the Indians' teaching practices. A study of early fishing technology comprises a major portion of the unit. There are also activities involving the various methods of acquiring, processing, and using natural materials such as cedar bark and wood to make rope, fishing lines, and bent wood hooks. (TW)

ED 289 676

SE 048 761

Jones, Claire Energy from the Sea. Ocean Related Curriculus

Activities.

Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia. Pub Date—80

Pub Date—80 Note—64p.; Drawings may not reproduce well. Available from—Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 (\$6.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Availle from EDRS.

able from EDRS.

Descriptors—Alternative Energy Sources, Elementary Education, \*Elementary School Science, \*Energy Education, Environmental Education, Fuels, Interdisciplinary Approach, Marine Biology, \*Marine Education, \*Oceanography, \*Science Activities, Science and Society, Science Curriculum, Science Education, \*Science Instruction Witter Resources.

tion, Water Resources
Identifiers—Project ORCA, Washington
The ocean affects all of our lives. Therefore,
awareness of and information about the interconnections between humans and oceans are prerequi-sites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activi-Project ORCA (Ocean Related Curriculum Activi-ties) has developed interdisciplinary curriculum ma-terials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vo-cabulary list, and a bibliography. In this unit, de-signed for the junior high level, students can explore the potential of offshore oil deposits, and proposals for tapping the energy of the tides, winds, currents, and ocean thermal differences. Attention is paid to the economic and environmental impact of exploit the economic and environmental impact of exploit-ing these sources. As our energy situation is a complex one with no clean-cut answers, the activities in this unit are correspondingly open-ended. (TW)

ED 289 677

SE 048 762

High Tide, Low Tide. Ocean Related Curriculum Activities.

cific Science Center, Seattle, Wash.; Washington Pacific Science Center, Seattle, washi, washington Inniv, Seattle. Washington Sea Grant Program. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, M. National Sea Grant Program; Washington Office of the State Superintendent of Public Instruction, of the State Superinten Olympia. Pub Date—81

Pub Jule—81 Note—142p; Drawings may not reproduce weil. Available from—Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 (\$6.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Avail-

able from EDRS.
Descriptors—\*Animals, escriptors—"Animals, Elementary Education, \*Elementary School Science, Environmental Ed-ucation, Interdisciplinary Approach, "Marine Bi-ology, "Marine Education, Oceanography, Role Playing, "Science Activities, Science and Society, Science Curriculum, Science Education, "Science

Instruction, Water Resources, Wildlife
Identifiers—\*Project ORCA, Washington
The ocean affects all of our lives. Therefore,
awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activi-Project ORCA (Ocean Related Curriculum Activi-ties) has developed interdisciplinary curriculum ma-terials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vo-cabulary list, and a bibliography. This packet, de-signed for grade levels 3-4, is an introduction to life at the rocky shore. The packet introduces students to 12 common rocky shore animals including: (1) barnacles; (2) musaels; (3) limpets; (4) periwinkles; (5) shore crabs; (6) hermit crabs; (7) sea stars; (8) tidepool sculpins; (9) blennies; (10) sea anemones; (11) sea urchins; and (12) seagulls. It describes life on a rocky shore; how the animals move, gather their food, and behave at high tide and low tide. The packet emphasizes role-playing as a method of help-ing children understand the situation of living plants and animals. In addition, the packet is intended to help students develop appreciation for natural beauty and positive attitudes towards the preserva-tion of seashore life. (TW)

ED 289 678

SE 048 763

Tarabochia, Kathy Life Cycle of the Salmon. Ocean Related Curricu-

lum Activities.

Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia. Pub Date-80

Pub Date—50
Note—128p; Drawings may not reproduce well.
Available from—Pacific Science Center Giftshop,
200 2nd Ave. North, Seattle, WA 98109 (\$6.00).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage. PC Not Available fore EDBS.

able from EDRS. able from EDRS.

Descriptors—Depleted Resources, Elementary Education, \*Elementary School Science, \*Environmental Education, \*Ichthyology, Interdisciplinary Approach, \*Marine Biology, Marine Education, Oceanography, \*Science Activities, Science and Society, Science Curriculum, Science Education, \*Science Instruction, Water

Resources Identifiers—Project ORCA, Washington The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. sites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This unit, designed for grade levels 3, 4, and 5, presents important facts regarding the life cycle of salmon in Northwest waters, emphasizing the importance of clean water in our environment. It stresses the unique migration and breeding habits of salmon and relates its constant struggle for survival. This activity packet alerts learners to ways in which they can help protect the salmon's natural environment. (TW)

ED 289 679

SE 048 764

Katahira, Jenifer Literature and the Sea. Ocean Related Curriculum

Literature and the Sea. Ocean Related Curriculum Activities.

Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction,

Pub Date—80

Note—89p.; Drawings may not reproduce well.

Available from—Pacific Science Center Giftshop,
200 2nd Ave. North, Seattle, WA 98109 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MP01 Plus Postage. PC Not Available from EDBS

sole from EDRS.

Descriptors—\*Childrens Literature, \*Elementary School Science, Elementary Secondary Education, Environmental Education, Interdisciplinary Approach, \*Language Arts, Marine Biology, \*Marine Education, Oceanography, \*Science Activities, Science and Society, Science Curriculum, Science Education, Science Instruction, \*Second-

ary School Science, Water Resources lentifiers—\*Project ORCA, Washington The ocean affects all of our lives. Therefore, awareness of and information about the intercon-nections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum ma-terials designed to meet the needs of students and teachers living in Washington State. Each activity

packet provides the teacher with a set of lessons packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This packet, designed for the junior high level, includes short stories, poems and excerpts from longer prose selections about the sea and a variety of student activities to accompany them. It is divided into six activities. Ideally, the students would progress from Activity 1 through Activity 6. However, each activity may be used separately. (TW)

SE 048 765

Pauls, John
Marine Biology Activities. Ocean Related Curriculum Activities.

Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Molational Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia. Pub Date—80

Pub Date—80
Note—106p; Drawings may not reproduce well.
Available from—Pacific Science Center Giftshop,
200 2nd Ave. North, Seattle, WA 98109 (\$6.00).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MP01 Plus Postage. PC Not Available from EDRS. able from EDRS.

able from EDRS.

Descriptors—"Environmental Education, Interdisciplinary Approach, "Marine Biology, Marine Education, "Oceanography, "Science Activities, Science and Society, Science Curriculum, Science Education, "Science Instruction, Secondary Education, "Secondary School Science, Water Re-

Identifiers—\*Project ORCA, Washington
The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activirelies) has developed interdisciplinary curriculum ma-terials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, and a bibliography. This activity packet, designed for the junior high school through community college levels, introduces students to the major themes of mathematical transfer of the provided that the second statement of the provided that the second statement of the provided that the second secon rine biology. Through classroom, laboratory, and field trip activities, it is intended that students develop an understanding of structural adaptation, be havioral adaptation, zonation, and habitat. (TW)

ED 289 681

Marine Biology Field Trip Sites. Ocean Related Curriculum Activities.

Curriculum Activities.

Pacific Science Center, Seattle, Wash.; Washington
Univ., Seattle. Washington Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

National Sea Grant Program.; Washington Office
of the State Superintendent of Public Instruction, Olympia. Pub Date—80

Pub Date—80 Note—50p.; Drawings may not reproduce well. Available from—Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 (\$6.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Available from EDPS.

able from EDRS. able from EDRS.

Descriptors—\*Elementary School Science, Elementary Secondary Education, Environmental Education, Field Instruction, \*Field Trips, Interdisciplinary Approach, Marine Biology, \*Marine Education, \*Oceanography, Science Activities, Science and Society, Science Curriculum, Science Education, \*Science Instruction, \*Secondary School Science, Water Resources Identifiers—\*Project ORCA, Washington The ocean affects all of our lives. Therefore, awareness of and information about the intercon-nections between humans and oceans are prerequi-

nections between humans and oceans are prerequi-sites to making sound decisions for the future. ct ORCA (Ocean Related Curriculum Activirivises) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, and a bibliography. This guide provides teachers of all grade levels with the necessary information to select a beach field trip site in the Puget Sound region. A map and an inventory of facilities is given for each location. Checklists and sample letters are provided as models to aid the teacher in planning the field

ED 289 682

SE 048 767

Marshes, Estuaries and Wetlands. Ocean Related Curriculum Activities.

Carriculum Activities.

Pacific Science Center, Seattle, Wash.; Washington
Univ., Seattle. Washington Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

National Sea Grant Program.; Washington Office
of the State Superintendent of Public Instruction,

Olympia. Pub Date-

Pub Date—82 Note—146p; Drawings may not reproduce well. Available from—Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 (\$6.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Ecology, "Environmental Education,
"Estuaries, Interdisciplinary Approach, "Marine
Biology, Marine Education, Oceanography, "Science Activities, Science and Society, Science Curriculum, Science Education, "Science Instruction,
Secondary Education, "Secondary School Science, Water Resources
Identifiers—"Project ORCA, Washington
The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future.
Project ORCA (Ocean Related Curriculum Activies) has developed interdisciplinary curriculum ma-

Project ORCA (Ocean Renated Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This activity packet is designed to introduce senior high school students to some basic concepts of marsh, estuary and wetland ecology. Each of these habitats comprise an important link in the cycling of water through a watershed. A review of the watercycle and an introduction to the classification of watershed systems sets the stage for further investigation and an introduction to the classification of water-shed systems sets the stage for further investigation into each habitat. Field experiences focus learning on very specific features of the wetlands and mar-shes. Data for a site is collected through scientific analysis and an inventory of the hydrology, vegeta-tion and wildlife, and the visual, cultural, economic, and educational values for that site. (TW)

ED 289 683 SE 048 768

Marrett, Andrea

Squalls on the Nisqually: A Simulation Game.

Ocean Related Curriculum Activities.

Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction,

Pub Date—82 Note—70p.; Drawings may not reproduce well. Available from—Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 (\$6.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Availble from EDRS.

able from EDRS.

Descriptors—Ecological Factors, \*Environmental Education, Interdisciplinary Approach, \*Land Use, Marine Biology, Marine Education, Oceanography, Role Playing, Science Activities, \*Science and Society, Science Curriculum, Science Education, Science Instruction, Secondary Education, \*Secondary School Science, \*Simulation, \*Social Studies, Water Resources Identifiers—\*Project ORCA, Washington The ocean affects all of our lives. Therefore, awareness of and information about the interconjections between humans and oceans are prerequirections between humans and oceans are prerequirections.

awareness of and information about the intercon-nections between humans and oceans are prerequi-sites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans.

Included are student worksheets, lesson plans, and a bibliography. This guide, designed for the grade 10 through community college levels, contains a simulation game about land use decision making in a coastal zone environment. The simulation is based on a land use proposal submitted by the Weyerhaeuser Company for the development of land near the Nisqually Delta. The students are given the background to the historical development of the Nisqually Delta and relevant information from the environmental impact studies completed for the Nisqually. Through role-playins, students learn environmental impact studies completed for the Nisqually. Through role-playing, students learn about the socio-political and economic interaction involved in a decision making process. Students are encouraged to research their roles and determine positions based on the data. (TW)

ED 289 684

Marrett, Andrea
Tides, Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington
Univ., Seattle. Washington Sea Grant Program.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
National Sea Grant Program.; Washington Office
of the State Superintendent of Public Instruction,

Pub Date—bu Note—67p.; Drawings may not reproduce well. Available from—Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 (\$6.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—\*Astronomy, Earth Science, Environmental Education, Interdisciplinary Approach, Marine Biology, \*Marine Education, \*Oceanog-raphy, \*Science Activities, Science and Society, Science Curriculum, Science Education, \*Science Instruction, Secondary Education, \*Science Instruction, Secondary Education, \*Science Identifiers—\*Project ORCA, Tides, Washington The ocean affects all of our lives. Therefore, awareness of and information about the intercon-nections between humans and oceans are prerequired.

awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This activity packet, designed for the junior high level, is an introduction for students to the nature of tides. It includes activities designed to aid the student in understanding the relationship between the tides and the position of the sun, moon and earth. Other activities aid students in reading tide charts and in making predictions about tides. The skills students learn are used in a final activity that examines tidal activity in Puget Sound. (TW) activity in Puget Sound. (TW)

ED 289 685 SE 048 770

Sands, Florence Tools of Oceanography, Ocean Related Curriculum

100ss of Oceanography, Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia. Pub Date—80

Pub Date—80
Note—46p.; Drawings may not reproduce well.
Available from—Pacific Science Center Giftshop,
200 2nd Ave. North, Seattle, WA 98109 (\$6.00).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—Boat Operators, Environmental Education, Interdisciplinary Approach, Marine Biology, "Marine Education, "Measurement, "Navigation, Oceanography, "Science Activities, Science and Society, Science Curriculum, Science Education, "Science Instruction, Secondary Education, "Secondary School Science, Vectors (Mathematics), Water Resources Identifiers—"Project ORCA, Washington The ocean affects all of our lives. Therefore, awareness of and information about the interconsections between humans and oceans are prerequirections between humans and oceans are prerequirections."

nections between humans and oceans are prerequi-sites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activi-

ties) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This packet for grade levels 7, 8, and 9 is designed to familiarize the student with some of the tools that the oceanographer uses when he/she goes to sea. It begins with the carly tools that sailors developed to help them navigate the seas. It describes the first major scientific expedition and compares the equipment oceanograexpedition and compares the equipment oceanogra-phers use with that used on the Challenger Expedi-

ED 289 686

SE 048 771

Russell, Barbara
Waterbirds, Ocean Related Curriculum Activities,
Pacific Science Center, Seattle, Wash; Washington
Univ., Seattle. Washington Sea Grant Program.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
National Sea Grant Program.; Washington Office
of the State Superintendent of Public Instruction,
Olympia.

Olympia. Pub Date—80

Pub Date—80
Note—160p; Drawings may not reproduce well.

Available from—Pacific Science Center Giftshop,
200 2nd Ave. North, Seattle, WA 98109 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MP01 Plus Postage. PC Not Available from EDRS. able from EDRS.

Solution (Science Education, Elementary School Science, Environmental Education, Interdisciplinary Approach, Marine Biology, Marine Education, Oceanography, Ornithology, Science Activities, Science and Society, Science Instruction, Science Education, Science Instruction,

"Water Resources
Identifiers—"Project ORCA, Washington
The ocean affects all of our lives. Therefore, awareness of and information about the intercon-nections between humans and oceans are prerequi-sites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activi-Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and
teachers living in Washington State. Each activity
packet provides the teacher with a set of lessons
dealing with a particular topic related to the oceans.
Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This activity
packet, designed for the 4-6 grade levels, deals with
the notion that the lives of waterbirds and humans
have always been interwoven by the ecological the notion that the lives of waterbirds and humans have always been interwoven by the ecological threads affecting and affected by each. Included within the activities themselves are copies for transparencies, game boards and cards, charts, maps and cut-outs. Lists of resource people, places and reading for students and adults are attached to specific activities. Teacher Background Information Sheets and Student Handouts (used for student information and evaluation) have been included with most activities. (TW) activities. (TW)

ED 289 687

SE 048 772

ED 289 0c.)

Jones, Claire

Whales, Ocean Related Curriculum Activities,

Pacific Science Center, Seattle, Wash., Washington

Univ., Seattle. Washington Sea Grant Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

National Sea Grant Program.; Washington Office

of the State Superintendent of Public Instruction,

Pub Date—so Note—91p.; Drawings may not reproduce well. Available from—Pacific Science Center Giftshop. 200 2nd Ave. North, Seattle, WA 98109 (\$6.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

able from EDRS.

Descriptors—American Indian Culture, "Controversial Issues (Course Content), Elementary Education, "Elementary School Science, "Environmental Education, Interdisciplinary Approach, Marine Biology, "Marine Education, Oceanography, "Science Activities, Science and Society, Science Carriculum, Science Education, "Science Instruction, Simulation, Water Resources"

Identifiers-\*Project ORCA, Washington, Whales The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequi-

sites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activicropect ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vo-Included are student worksheets, lesson pians, a vo-cabulary list, and a bibliography. This activity packet designed for grade levels 4-6 focuses on whales and dolphins. It is designed to provide stu-dents with an awareness of Quileute Indian and modern methods of whaling and a comparison of the two. Students investigate the mammalian characteristics of the Cetaceans and learn about some of the aspects of whale biology that suit them to life in the aspects of whate biology that suit time to the in the oceans. The techniques and problems of estimat-ing whale populations are emphasized. Also in-cluded is a simulated television news special, "The Battle Over the Bowhead," in which students use much of the information included previously in this

SE 048 773 EIJ 289 688

Bergeron, Jacques C., Ed. Herscovics, Nicolas, Ed. Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (5th, Montreal, Quebec, Canada, September 29-October 1, 1983), Volumes 1 and 2. International Group for the Psychology of Mathematics Education. North American Chapter. Pub Date.—83

Pub Date-83

Pub Date—83
Note—697p.
Language—English; French
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF04/PC28 Plus Postage.
Descriptors—Algebra, Arithmetic, Computer Oriented Programs, \*Concept Formation, Educational Research, \*Elementary School Mathematics, Elementary Secondary Education, \*Epistemology, Mathematics Education, \*Mathematics Instruction, Problem Solving, Professional Associations, \*Research Methodology, \*Secondary School Mathematics, Teacher Education

Identifiers—"Mathematics Education Research
The theme of the meeting reported in this document was "Research in Mathematics Education
from an Epistemological Perspective." In addition
to the plenary session and reaction papers the conference proceedings contain papers grouped under
the headings: (1) algebra; (2) computers and mathematics education; (3) early arithmetic (K-3); (4) geometry and spatial representation; (5) mathematical
abilities; (6) pedagogical problems in the teaching of
mathematics at the university level; (7) philosophy
and perception of mathematics: (8) problem solving: Identifiers-\*Mathematics Education Research mathematics at the university level; (7) philosophy and perception of mathematics; (8) problem solving; (9) teacher training; (10) understanding, construction of meaning, cognitive levels, diagnosis; and (11) upper elementary and junior high school. The texts of the two plenary sessions and the two reaction papers appear in both English and French. In addition all English presentations offer a French abstract and vice versa. (PK)

ED 289 689

SE 048 774

Thorston, Carol A.
Teaching Basic Facts: An Activity Based Program.
A Teacher Resource.
Illinois State Univ., Normal. Dept. of Mathematics.

Pub Date-87 Note-158p.

Available from-Illinois State University, Mathematics Department, 313 Stevenson Hall, Normal IL 61761 (\$12.00; blackline masters on cardstock

sold separately).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Addition, \*Basic Skills, Class Activi-ties, \*Concept Formation, Division, Elementary Education, \*Elementary School Mathematics, Mathematics Education, \*Mathematics Instruc-tion, \*Mathematics Skills, Multiplication, \*Number Concepts, Subtraction

ber Concepts, Subtraction
This teacher resource material was written from
the perspective that it is possible to improve number
fact learning in the primary grades, and in remedial
situations beyond those years, in ways that: (1) will
help children learn all facts; (2) will emphasize the process as well as the answer; and (3) by capitalizing upon natural extensions of number fact work, will contribute significantly to major goals of today's curriculum. A major thrust of the paper has been to present a framework which teachers can use as a springboard for improving their present basic fact program, no matter what school adopted mathemat-ics textbook is used. The framework is used to pres-ent sample lessons in addition, subtraction, multiplication and division. In addition, the document addresses program guidelines, remediation, use of games, meeting individual needs and exten-sions of the program. Blackline masters are included. (PK)

SE 048 775 ED 239 690
Primary and Secondary Mathematics Education in
China: Report of the ICTM China Mathematics
Delegation (1987).
Southern Illinois Univ., Carbondale. Dept. of Cur-

riculum, Instruction and Media.

Pub Date-87

Note—54p.

Available from—Mr. Jerry P. Becker, Curriculum and Instruction, Southern Illinois University, Carbondale, IL 62901-4610 (\$8.00).

Pub Type— Reports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS. able from EDRS.

Descriptors—Comparative Education, Cross Cultural Studies, Cultural Traits, Elementary School Mathematics, \*Elementary Secondary Education, Enrichment, \*Foreign Countries, Foreign Culture, Mathematics Achievement, \*Mathematics Curriculum, Mathematics Education, \*Mathematics Industrial Mathematics Industrial Mathematics Industrial matics Instruction, Mathematics Tests,
\*Secondary School Mathematics, Teacher Attitudes, \*Teacher Education

Identifiers—\*China, Illinois
This report details a visit to China by a delegation
from the Illinois Council of Teachers of Mathematics. The 3-week visit included 14 schools in 8 cities. The report includes general impressions of the society, a description of the general educational system d a more detailed look at mathematics programs. and a more detailed look at mathematics programs. The report discusses mathematics curricula at the primary and middle schools, as well as mathematics teacher preparation. The summary and conclusions section includes the following observations: (1) Chinese students try harder; (2) Chinese students spend more time in mathematics classes; (3) parits, teachers, and society in general exper and (4) Chinese teachers feel more positive about their jobs and their role in society. (PK)

Chapter I Corrective Mathematics Program 1985-86, OEA Final Evaluation Report. New York City Board of Education, Brooklyn. Office of Educational Assessment.

Pub Date-Jun 87

Note-30p. Pub Type— Reports - Descriptive (141) — Reports
- Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Gains, Computation, Elementary Education, "Elementary School Mathematics, "Mathematics Achievement, Mathematics Education, "Mathematics Instruction, "Mathematics Tests, Problem Solving, Remedial Instruction, "Remedial Mathematics, Remedial Programs
This document outlines the 1985-86 Chapter I Corrective Mathematics, Programs in New York

Corrective Mathematics Program in New York City. The program served 8,825 eligible students in 186 nonpublic schools. The major goals of the pro-gram were to alleviste students' diagnosed deficien-cies in mathematical concepts, computation and problem solving and to assist students in applying these concepts and skills in everyday life. Students received instruction in groups of 8 to 10, 1 to 5 times per week. Program objectives stated that students would achieve an average gain of five Normal Curve Equivalents from pretest to posttest on standardized mathematics tests. The students' test results surpassed the success criterion. The document de-scribes the program, reports student outcomes, presents conclusions and makes recommendations.

SE 048 777

ED 289 692 SE 048 777 Linn, Mary McMahon Effects of Journal Writing on Thinking Skills of High School Geometry Students.

High School Geometry Statemis.
Pub Date—Aug 87
Note—72p.; Masters of Education Project, University of North Florida.
Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Style, \*Content Area Writing, Geometric Concepts, \*Geometry, High Schools, \*Logical Thinking, \*Mathematics Curriculum, Mathematics Education, \*Mathematics Instruction, Metacognition, \*Secondary School Mathematics, Writing (Composition)
Identifiers—Mathematics Education Research,

Student Journals

"Student Journals
The purpose of the project was to determine the effects of journal writing on the thinking akills of high school geometry students. The research supports the ides that writing can enhance a student's metacognitive ability. The results show that the journals served effectively in various capacities. Each student became actively involved in his or her own learning process. Writing forced the students to synthesize information and they became aware of what they did and did not know. They recognized their individual learning style and strengths and began to take advantage of those strengths. The journals served as a diagnostic tool for the instructor and gan to take advantage of those strengths. The jour-nals served as a diagnostic tool for the instructor and they opened lines of communication between teacher and student and personalized the learning environment. The results of the project suggest that this type of journal keeping would be effective in all disciplines but it is especially recommended that it be implemented throughout a mathematics depart-

SE 048 778 Descriptive Study of a Prescription Learning Basic Mathematics Skills Multi-Media Lab in an Ele-

mentary School Setting. Pub Date—May 87 Pub Date—May 87
Note—120p; Requirements for the degree of Mas-ter of Arts, University of Texas, Austin.
Pub Type—Reports - Research (143) — Disserta-tions/Theses - Undetermined (040)
EDRS Price - MF01/P03 Plus Postage.

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Attitude Measures, "Computer Assisted Instruction, Computer Oriented Programs, Computer Uses in Education, Educational Media, Educational Technology, "Elementary School Mathematics, Intermediate Grades, "Learning Laboratories, "Manipulative Materials, Mathematics Achievement, Mathematics Education, "Mathematics Instruction, "Teacher Attitudes Identifiers—"Mathematics Education Research
This report describes a Prescription Learning.

This report describes a Prescription Learning Company basic mathematics multi-media laboratory at an elementary school in Austin, Texas. Re-search assumptions that the Prescription Learning ch makes are explored and reviewed. A sa ple of 12 fifth grade students participated in attitude and achievement results of the laboratory. and achievement results of the laboratory. Twenty-four teachers also participated in an atti-tude study. Findings suggest that the Prescription Learning laboratory seems to have a positive effect on achievement, and both students and teachers have positive attitudes toward the laboratory. Recommendations for changes in the laboratory are presented. (Author/PK)

ED 289 694 SE 048 779 Sequential Mathematics Course III. Volume One. Staff Development Program 1986-1987. New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction. Report No.—ISBN-88315-811-6 Pub Date—86

Note-193p.; For related documents, see SE 048 780-781.

Available from -Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn,

NY 11201 (\$8.00).

Pub Type— Guides - Classroom - Teacher (052).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Algebra, Functions (Mathematics),
Geometric Concepts, Geometry, "Inservice
Teacher Education, Integrated Curriculum,
"Mathematics Curriculum, Mathematics Education, "Mathematics Instruction, Mathematics
Teachers, Secondary Education, "Secondary
School Mathematics, "Staff Development, Statistics

tics
Identifiers—New York City Board of Education,
New York State Regents Examinations
The Sequential Mathematics Sequence provides
students with an integrated course of study, including lessons which interveve algebra, geometry,
logic, probability, and mathematical systems. This logic, probability, and mathematical systems. This handbook is designed to meet the needs of teachers who will be teaching Course III in the sequence. The handbook, for use with staff development programs, has seven main sections: (1) program scope and sequence; (2) comparison of sequential mathematics. Course III and 11th year mathematics; (3) teaching functions; (4) teaching geometric transformations; (5) teaching probability and statistics; (6) teaching logarithmic, exponential and trigonometric functions; and (7) standards from rating regents examinations. (PK)

SE 048 78
Sequential Mathematics Course III. Part 1. Pilot
Edition.

New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction. Report No.—ISBN-88315-691-1 Pub Date—86

Note-300p.; For related documents, see SE 048

Available from—Curriculum Editorial and Produc-tion Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201 (\$10.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Avail-

le from EDRS.

Descriptors—Algebra, \*Critical Thinking, Curricu-lum Guides, Geometry, Integrated Curriculum, \*Mathematics Curriculum, Mathematics Education, "Mathematics Instruction, Number Sys-tems, "Problem Solving, Secondary Education, "Secondary School Mathematics, "State Standards, Trigonometry Identifiers—\*New York, New York City Board of

Education

Education

This document outlines part one of the third year course of the newly implemented New York State Mathematics Curriculum. The three-year Sequential Mathematics sequence designed by New York State is a move in the direction of fusing the formerly separate topics found in algebra, geometry, and intermediate algebra/trigonometry, and introducing timely topics which have been absent from the course of study. The guide is based upon the scope and sequence for Sequential Mathematics, Course III, part 1. It consists of plans for leasons, which should be considered suggestions rather than prescriptions. There is an abundance of application problems, provided as a resource for teachers. The activities emphasize problem solving skills, reasonproteins, provided as a resource for teachers. Inc activities emphasize problem solving skills, reason-ing skills, and critical thinking. Though Course III is written with 11th grade students in mind, it is possible that some students may begin the material eartier or later, or complete it in less or more than 1 vear. (PK)

ED 289 696 SE 048 78
Sequential Mathematics Course III. Part 2. Pilot
Edition. SE 048 781

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction. Report No.—ISBN-88315-694-6 Pub Date—86

Note—292p.; For related documents, see SE 048 779-780.

Available from—Curriculum Editorial and Produc-tion Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn,

NY 11201 (\$10.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Algebra, \*Critical Thinking, Curricu-lum Guides, Geometry, Integrated Curriculum, \*Mathematics Curriculum, Mathematics Educa-tion, \*Mathematics Instruction, Number Sys-tems, \*Problem Solving, Secondary Education, \*Secondary School Mathematics, \*State Stan-dards Trisconometry. dards, Trigonometry lentifiers—\*New York, New York City Board of

This document outlines part two of the third year course of the newly implemented New York State Mathematics Curriculum. The three-year Sequential Mathematics sequence designed by New York State is a move in the direction of fusing the for-State is a move in the direction of fusing the for-merly separate topics found in algebra, geometry, and intermediate algebra/trigonometry, and intro-ducing timely topics which have been absent from the course of study. The guide is based upon the scope and sequence for Sequential Mathematics, Course III, part 2. It consists of plans for lessons, which should be considered suggestions rather than prescriptions. There is an abundance of application problems, provided as a resource for teachers. The problems, provided as a resource for teachers. activities emphasize problem solving skills, reas

ing skills, and critical thinking. Though Course III is written with 11th grade students in mind, it is possible that some students may begin the material earlier or later, or complete it in less or more than 1 year. (PK)

ED 289 697 SE 048 782

Brevil, Margarette
Using Microcomputers To Help Learning Disabled
Student with Arithmetic Difficulties.
Pub Date—87

Note—9p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Pestage.
Descriptors—\*Arithmetic, "Computer Assisted Instruction, "Computer Uses in Education, Drills (Practice), Elementary Education, "Elementary School Mathematics, Feedback, "Learning Disabilities, Learning Modalities, Mathematics Education, "Mathematics Instruction, Motivation, Painforcement."

cation, \*Mathematics Instruction, Motivasion, Reinforcement Identifiers—"Special Needs Students
The use of microcomputers to help the learning disabled increase their arithmetic akills is examined. The microcomputer should be used to aid the learning disabled student to practice the concepts taught by the teacher. Computer-aided instruction such as drill and practice may help the learning disabled student because it gives immediate feedback and repeats questions and problems without any pressure. The microcomputer provides visual, auditory sure. The microcomputer provides visual, auditory and kinesthetic stimuli to help the learning disabled student learn best. The Special Education teacher can also benefit from the microcomputer by learning to do programming. The microcomputer can be used as another tool to help deliver the appropriate educational needs of the learning disabled, but it should not be the only tool. (Author/PK)

SE U49 678
Steen, Lynn Arthur, Ed.
Undergraduate Mathematics Education in the People's Republic of China. Report of a 1983 North
American Delegation. MAA Notes Number 3.
Mathematical Association of America, Washington,

Report No.—ISBN-0-88385-053-2
Pub Date—84
Note—106p.: Drawings and charts may not reproduce well. Some diagrams have Chinese language

Available from—Mathematical Association of America, 1529 18th St., Washington, DC 20036

(\$6.75).
Pub Type— Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors— \*College Mathematics, \*Comparative
Education, Computer Assisted Instruction, Computer Uses in Education, \*Foreign Countries,
Higher Education, \*International Education,
Mathematical Applications, \*Mathematics Curriculum, Mathematics Education, \*Mathematics Instruction, Teacher Education, Undergraduate
Study.

Study Identifiers—\*China

This document presents the observations and opinions of a delegation of North American mathematics educators who visited the People's Republic of China at the invitation of the Chinese Mathematical Society to discuss with Chinese mathematics teachers issues of mutual interest about university mathematics education. The delegation visited six cities and met with research mathematicians, university teachers, officials of the Ministry of Education and middle school teachers. The report addresses the structure of education in China, university acceptance of each product of mathematical contents of mathematical c dergraduate curriculum, applications of mathemat-ics, computer science, special programs, administration and personnel, and mathematics examinations. (PK)

SE 048 784 ED 289 699

Pollord, Jim. Ed. Integrating the Microcomputer into Science Instruction.

Northwest Regional Educational Lab., Portland, OR. Computer Technology Program.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Nov 87

Contract—400-86-006

Note—319.

Note—31p.
Pub Type— Guides - Classroom - Teacher (052) — Computer Programs (101) EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Chemical Reactions, Chemistry,

\*Computer Assisted Instruction, Computer
Graphics, Computer Uses in Education, \*Courseware, Laboratory Procedures, \*Measurement,

\*Science Activities, Science Education, \*Science Experiments, Science Instruction, Science Materials, Secondary Education, \*Secondary School

Sci., March 1982, 19

ce, Weath Much of the innovation in the use of microcor

Much of the innovation in the use of microcomputers in education has come from classroom teachers who are using computers with students. In October, 1987, forums were held for secondary school science teachers who were using computers in their science classes. Within this document are some of the lesson plans that the participating teachers brought to the sessions. The lessons outlined in the booklet include computer applications for: (1) physical science laboratories; (2) stratigraphy; (3) teaching about significant digits; (4) weather forecasting; (5) chemical reaction synthesis; (6) creating a database about tides; (7) science laboratory tools which measure heat, light, and temperature; and (8) a teacher-made program dealing with laboratory calculations. The descriptions contain the name and address of the contributor, the target audience of the lesson, the hardware and software needed, and a brief statement about the purpose and objectives of brief statement about the purpose and objectives of the lesson. Some of the lessons also include a listing of the computer courseware and some sample stu-dent worksheets. (TW)

Project WILD: Aquatic Education Activity Guide.

Memphis State Univ., TN. Tennessee Administrative Software Clearinghouse.; Western Association of Fish and Wildlife Agencies.

Pub Date—87 Note—258p. Available from

Note—258p.

Available from—Project WILD, Salina Star Route,
Boulder, CO 80302 (free to workshop participants; others contact Director, Project WILD).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Animals, Conservation (Environment), Depleted Resources, Ecology, \*Elementary School Science, Elementary Secondary

Education, \*Environmental Education, Experiential Learning, Glossaries, Interdisciplinary Approach, Language Arts, Marine Biology, \*Marine

Education, Mathematics Education, Mathematics Instruction, Natural Resources, Quality of

Life, Science Activities, Science and Society, Sci-

ics Instruction, Natural Resources, Quality of Life, Science Activities, Science and Society, Science Education, Science Instruction, "Secondary School Science, "Social Studies, "Wildlife Identifiers—"Project WILD

Project WILD is an interdisciplinary, supplementary environmental and conservation education program which emphasizes wildlife. This document is one guide developed by Project WILD with the specific purpose of focusing on aquatic wildlife, or any wild animals that depend upon aquatic environments for survival. The book contains instructional activities which are designed to be integrated into activities which are designed to be integrated into school subjects and skill areas, especially science, social studies, language arts, mathematics, and art. It is suggested that educators in non-school settings, It is suggested that educators in non-school settings, such as youth leaders, camp personnel, and park naturalists could also use the guide. The 40 activities are divided into sections dealing with: (1) awareness and appreciation; (2) the diversity of wildlife values; (3) ecological principles; (4) management and conservation; (5) people, culture, and wildlife; (6) trends, issues, and consequences; and (7) responsible human actions. The appendices include a variety of references, cross-listings, and additional instructional suggestions. Also provided are a glossary of terms, the Project WILD conceptual framework, and a list of agencies and organizations that can provide information. (TW)

ED 289 701 SE 048 786 Green, Muriel And Others Science: Grades K-2. [Revised] New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction. Report No.—Curric-00-8040-20; ISBN-88315-383-1

Pub Date

Note—281p.; Drawings may not reproduce well. Available from—New York City Board of Educa-tion, Division of Curriculum & Instruction, Office of Curriculum Development and Support, Curriculum Production Unit, 131 Livingston St., Room 613, Brooklyn, NY 11201 (\$7.00).

Pub Type— Guides - Classroom - Teacher (052) —
Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage, PC Not Avan-able from EDRS.

Descriptors—Annotated Bibliographies, Biological Sciences, Earth Science, Elementary Education, "Elementary School Science, Orade 1, "Grade 2, "Kindergarten, Physical Sciences, Primary Edu-cation, Process Education, "Science Activities, Science Education, "Science Instruction, Science Management of the Process Education, Science Activities, Science Education, "Science Instruction, Science

Identifiers-New York City Board of Education This document was developed to provide primary level school teachers in New York City with specific sever sensor teachers in New 1 ork City with specific materials and suggestions for organizing effective learning experiences in the science area. The pro-gram is designed to emphasize both science knowl-edge and science processes. An introductory section presents ideas related to the overall philosophy and organization of science instruction at the primary organization of science instruction at the primary level. The major portion of the document contains teaching activities which deal with such topics as: (1) spaces; (2) what's alive; (3) discovery through our senses; (4) using a magnifying glass; (5) seeds and fruits; (6) heat and foods; (7) light; (8) magnets; (9) water; (10) balances; (11) bubbles; (12) weather; (13) animals and plants; (14) motion; (15) sunlight and shadows; (16) soil; and (17) air. Also included is a list of lims and filmsting related to the topics is a list of films and filmstrips related to the topics and an annotated bibliography of children's books and professional books on the teaching of science in the elementary school. (TW)

ED 289 702 SE 048 787
Science: Grade 8. Curriculum Bulletin 1967-68
Series No. 20. [Revised].
New York City Board of Education, Brooklyn, N.Y.
Div. of Curriculum and Instruction.
Report No.—Curric-00-8040-31; ISBN-88315-

Note—395p.; Drawings may not reproduce well. Available from—New York City Board of Educa-tion, Division of Curriculum & Instruction, Office uon, Division of Curriculum & Instruction, Office of Curriculum Development and Support, Curric-ulum Editorial and Production Unit, 131 Living-ston St., Room 613, Brooklyn, NY 11201 (37.00). Pub Type— Guides - Classroom - Teacher (052) — Tests / Questionnaires (160) EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—Biology, Chemistry, Earth Science, Environmental Education, \*General Science, \*Grade 8, Junior High Schools, Physics, \*Science Activities, Science Education, \*Science Experi-ments, \*Science Instruction, Science Tests, \*Sec-ondary School Science

ondary School Science Identifiers—New York City Board of Education This document was developed to provide eighth-grade teachers in New York City with a sequence of instructional activities in science. The major portion of the guide is divided into four instructional units. The first unit, "Chemistry," includes lessons and activities on liquid solutions, assumentation and emulsions, acids, bases, neutralizasuspensions and emulsions, acids, bases, neutraliza-tion, and air pollution. Unit II, "Physics," deals with energy, force and work, machines, and density and pressure. Unit III, "Biology," addresses digestion and absorption, circulation, and respiration, excita-ction, and behavior. The final unit, "Earth Science," pertains to the atmosphere and weather. Each sec-tion includes background information for the teacher, objectives, procedures for activities and experiments, homework assignments, and an appendix. The appendices contain test items that could be used to evaluate the effectiveness of the unit. (TW)

SE 048 788 Harvin, Virginia R. Problem Solving Skills of Selected Fourth Grades.

Pub Date-87

Pub Date—87
Note—16p.; Charts may not reproduce well.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—"Elementary School Mathematics,
"Grade 4, Intermediate Grades, Mathematics Education, "Mathematics Instruction, "Problem Solving Tables (Data)
Identifiers—\*Mathematics Education Research,
\*Patterns (Mathematics)

\*Patterns (Mathematics)
A comparison of three approaches to problem solving in fourth grade mathematics is presented. Three classes participated in the study. Class One studied problem solving in a structured classroom setting, Class Two studied problem solving incidentally, and Class Three studied problem solving when it appeared in the text. The structured study of Class One included daily study of a problem solving strat-

egy. The results of the study indicate that problem solving strategies need to be taught in order for children to be able to use them in a consistent and purposeful way. Thought needs to be given to whether or not daily exposure to problem solving experienced by Class One was a major factor in the arked improvement in student scores. (PK)

ED 289 704

Ben-Chaim, David And Others

The Aronberg Project: An Intervention Program

To Enhance Teacher and Student Performance in

Mathematics in Socially Deprived Junior High

Schools, Final Report.

Weizmann Inst. of Science, Rehovot (Israel).

Pub Date—Jul 87

Weizmann Inst. of Science, Rehovot (Israel).
Pub Date—Jul 87
Note—247p.; This project was funded by the Lester
Aronberg Foundation, United States. Tables with
small print may not reproduce well.
Pub Type—Reports - Evaluative (142) — Reports
- Research (143)
EDRS Price - MFDI/PC10 Plus Postage.
Descriptors—Classroom Environment, Inservice
Teacher Education, \*Mathematics Achievement,
Mathematics Education, Mathematics Instruction, \*Mathematics Instruction, \*Mathematics Instruction, \*Mathematics Instruction, \*Secondary Education, \*Secondary School
Mathematics, Staff Development, Teacher Attitudes, \*Teacher Effectiveness, \*Teaching Skills
Identifiers—Mathematics Education Research
The Aronberg Project is an attempt to improve
the mathematical competence of socially deprived
students of small development towns. The main focus of the project is the enhancement of mathematics
teacher competency and didactic skills. The
purposes of this report are to: (1) describe the various activities of the Aronberg Project; (2) document
the instruments used and the data statemet. ous activities of the Aronberg Project; (2) document the instruments used and the data gathered; and (3) the instruments used and the data gathered; and (3) report the impact, conclusions, and recommenda-tions of the project. Data accumulated indicate an overall positive change in teacher performance in the classroom, but teacher performance was judged to still need improvement. With respect to student achievement, the results indicate an overall improvement in most of the classes tested. Nevertheless, the achievement at the end of the school year was still unsatisfactory. Recommendations for repliwas still unsatisfactory. Recommendations for repli-cation include a minimum commitment of 3 years, principal involvement, teacher commitment and continuous evaluation of teachers and students.

ED 289 705 SE 048 790

Patterson, Jo
Farm & Food Bytes: Soil and Water Conservation
Teacher's Guide and Student Study Manual.
Report No.—IG78-6; SSM78-6
Pub Date—86

Note-68p.; This publication was written with the

support of an educational grant from Pioneer Hi-Bred International, Inc. Available from—Soil and Water Conservation Society, 7515 NE Ankeny Rd., Ankeny, IA 50021 (\$29.00 plus shipping and handling; includes a two-sided diskette).

Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051) — Computer

Guides - Classroom - Learner (051) — Computer Programs (101)
Document Not Available from EDRS.
Descriptors—Computer Assisted Instruction, Computer Uses in Education, Conservation (Bavironment), Conservation Education, "Elementary Education, "Elementary School Mathematics, "Elementary School Science, Internediate Grades, Language Arts, Mathematics Education, Mathematics Instruction, Natural Resources Science Activities, Science and Society. sources, Science Activities, Science and Society, Science Education, Science Instruction, Social Studies, \*Soil Conservation, Teaching Methods,

This kit includes a variety of instructional materials designed to teach language arts, science, mathe-matics and social studies while integrating soil and water conservation concepts into the intermediate-level classroom. The activities included in the student study manual are intended to be used to: (1) student study manual are intended to be used to: (1) introduce a topic prior to using the courseware provided in the kit; (2) involve students in specific activities while utilizing the computer; and (3) provide a comprehensive review of the topic after the courseware has been used. Each student activity has a corresponding instructional plan which is provided in the teacher's guide, consisting of specific objectives, suscepted activities and teaching strategies. tives, suggested activities, and teaching strategies. A third section of the kit provides guidelines for the use of the instructional courseware which can be purchased with this kit. Also included are brochures about the kit and a poster which tion and the water cycle. (TW)

ED 289 706 SE 048 791 Research on Coastal Marine Systems. Review and Recommendations for Unesco Programme 1987-1989. Unesco Technical Papers in Marine Science No. 52. Report of the Meeting of the Unesco/SCOR/IABO Consultative Panel on Coastal Systems (4th, Dakar, Senegal, December 15-17, 1986).

United Nations Educational, Scientific, and Cul-tural Organization, Paris (France), Div. of Marine

Pub Date-87 Note-73p.: R

Pub Date—87

Note—73p.; Report of the Meeting of the Unesco/SCOR/IABO Consultative Panel on Coastal
Systems (4th, Dakar, 15-17 December 1986).
Available from—UNESCO Division of Marine Sciences, 7 place de Fontenoy, 75700 Paris, France.
Pub Type—Reports - Descriptive (141) — Reports
- Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Environmental Education, Global
Approach, \*International Cooperation, \*International Organizations, \*Marine Biology, Marine

Approach, International Cooperation, Interna-tional Organizations, \*Marine Biology, Marine Education, Natural Resources, Science and Soci-ety, \*Scientific and Technical Information, \*Water Resources
Identifiers—\*UNESCO

Identifiers—\*UNESCO
This report contains a detailed analysis, both retrospective and prospective, of the Unesco Major Interregional Coastal Marine (COMAR) Project. The report cites achievements during the period 1985-1986 and reviews plans for the various COMAR components for the triennium 1987-1989. Activities under review include: (1) co-operation with ICSU and its various member bodies, such as Scientific Committee on Oceanic Research (SCOR), International Association for Biological Oceanography (IABO) and the new International Oceanography (IABO) and the new International Geosphere-Biosphere Programme (ICBD) Geosphere-Biosphere Programme (IGBP) on relevant scientific activities as well as on traditional knowledge and management of coastal systems; (2) knowledge and management or coastal systems; (2) regional programmes developed in Latin America and the Caribbean, Asia, and the Pacific, the Mediterranean and Red Seas, and Europe; and (3) interregional activities, in particular the comparison of Atlantic and Pacific tropical ecosystems. (Au-

ED 289 707 SE 048 792 ED 289 101 Day, Roger P. And Others Evaluation of Quantitative Literacy Series: Ex-nioring Data and Exploring Probability, Proploring Data and Exploring Probability. Pro-gram Report 87-5. Wisconsin Center for Education Research, Madi-

Spons Agency-Department of Education, Wash-

Spons Agency—Department of Education, Washington, DC.
Pub Date—Sep 87
Note—195p.
Pub Type— Reports - Research (143)
EDRS Price - MPDI/PC08 Plus Postage.
Descriptors—Data Collection, Experimental Curriculum, \*Inservice Teacher Education, \*Mathematics Curriculum, Mathematics Education, \*Mathematics Listraction, Mathematics Tests, \*Probability, Secondary Education, \*Secondary School Mathematics, Staff Development, \*Statistics, Student Attitudes, Teacher Attitudes
Identifiers—Mathematics Education Research
A quasi-experimental design with two experimen-

lice, Student Antiudes, Teacher Attunder, Identifiers—Mathematics Education Research A quasi-experimental design with two experimental groups and one control group was used to evaluate the use of two books in the Quantitative Literacy Series, "Exploring Data" and "Exploring Probability." Group X teachers were those who had attended a workshop on the use of the materials and were using the materials during the 1986-1987 school year. Group Y teachers were those who were trained by the Group X teachers and were using the materials during the 1986-1987 school year. Teachers of Group Z, the control group, were teaching similar classes from the same schools as teachers of Group X and Y. A pretest was administered to all three groups in November, 1986. A March Test was administered to the two experimental groups. A May Test, posttest, was administered to all three groups in addition, teachers maintained daily logs of the amount of instructional time allocated to mathematics and the amount of instructional time allocated to the Quantitative Literacy materials. All allocated to the Quantitative Literacy materials. All teachers were requested to complete a questionnaire at the end of the study. The results indicate that using the Quantitative Literacy materials resulted in students learning approaches and techniques for describing data sets and means of computing probabilities. (Author/PK)

ED 289 708 SE 048 7 Romberg, Thomas A., Ed. Stewart, Deborah M., Ed. SE 048 793

The Monitoring of School Mathematics: Back-ground Papers. Volume 1: The Monitoring Project and Mathematics Curriculum. Program Report 87-1.
Wisconsin Center for Education Research, Madi-

son.
Spons Agency—Natio
Washington, D.C.
Pub Date—Mar 87
Grant—SPA-8550193
Note—224p.; For volu
794-795. -National Science Foundation,

mes 2 and 3, see SE 048

Note-249.; For volumes 2 and 3, see 36 048 794-795.
Pub Type—Reports - Descriptive (141) — Collected Works - General (020)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—\*Core Curriculum, Curriculum Development, Educational Change, \*Elementary School Mathematics, Elementary Secondary Education, Mathematics Instruction, Needs Assessment, Policy Formation, \*Research and Development Centers, \*Secondary School Mathematics, Social Change
This document is one of three related volumes. They present the rationale, background, and framework for a comprehensive monitoring system being developed for the National Science Foundation.
The system is being designed to gather information

developed for the National Science Foundation. The system is being designed to gather information about the effects of national, state, and local policy actions designed to change the teaching and learning of mathematics in the schools of America. The papers included were produced by project staff, commissioned, or reprinted from previous works. Expert reviews and critiques of sets of papers are included. Volume I addresses the need for a monitoring center and the new world view of what is now toring center and the new world view of what is now considered fundamental for students to know about considered unionamental for students to know about mathematics. Specifically, part I outlines the issues and concerns which need to be addressed in order to develop a reasonable monitoring system. Part 2 provides support and rationale for the notion that all students should learn more and somewhat different mathematics than is in the current curriculum. (PK) ematics than is in the current curriculum. (PK)

Romberg, Thomas A., Ed. Stewart, Deborah M., Ed.

The Monitoring of School Mathematics: Back-ground Papers. Volume 2: Implications From Psychology; Outcomes of Instruction. Program Report 87-2. Wisconsin Center for Education Research, Madi-

Son. Spons Agency—National Science Foundation, Washington, D.C. Pub Date—Mar 87 Grant—SPA-8550193 Note—295p.; For related documents, see SE 048 793.795.

793-795.

793-795.

Pub Type— Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MP01/PC12 Plus Postage.

Descriptors—Abstract Reasoning, Attitude Measures, Curriculum Development, Educational Asaessment, Educational Change, "Educational Psychology, "Elementary School Mathematics, Elementary Secondary Education, Learning Processes, 'Learning Theories, Logical Thinking, "Mathematics Curriculum, Mathematics Education, Mathematics Instruction, Mathematics Tests, "Secondary School Mathematics Tists document is the second of three related volumes. They present the rationale, background, and framework for a comprehensive monitoring system being developed for the National Science Foundation. The system is being designed to gather infor-

stion. The system is being designed to gather infor-mation about the effects of national, state, and local policy actions designed to change the teaching and learning of mathematics in the schools of America. learning of mathematics in the schools of America. The papers included were produced by project staff, commissioned, or reprinted from previous works. Expert reviews and critiques of sets of papers are included. In this volume the implications of psychology to the learning of mathematics is addressed, and the problems of assessing learning based on both the new mathematical fundamentals and knowledge of learning are examined. Part 1, related to implications from psychology, summarizes advances in cognitive psychology, research on intrinsic motivation, the role of intuition, as well as a synthesis of psychological research in relation to curriculum engineering. Part 2 begins to address the issue of determining a reasonable approach to assessing the outcomes of instruction in mathematics due to shifts in emphasis related to recent reforms. (PK)

E.D 289 710 SE 048 795 Romberg, Thomas A., Ed. Stewart, Deborah M., Ed.

Ed.
The Monitoring of School Mathematics: Background Papers. Volume 3: Teaching and Future Directions. Program Report 87-3.
Wisconsin Center for Education Research, Madi-

Spons Agency—National Science Foundation, Washington, D.C. Pub Date—Mar 87 Grant—SPA-8550193

Note—159p.; For related documents, see SE 048 793-794.

793-794.
Pub Type— Collected Works - General (020)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Educational Environment, Educational Sociology, Educational Trends, \*Elementary School Mathematics, Elementary Secondary Education, Futures (of Society), Mathematics Curriculum, Mathematics Education, \*Mathematics Instruction, \*Mathematics Teachers, \*Secondary School Mathematics, \*Teacher Attitudes, \*Teaching Conditions, Teaching Methods, Teaching Models
This document is the third of three related volumes. They present the rationale, background, and

This document is the third of three related vol-umes. They present the rationale, background, and framework for a comprehensive monitoring system being developed for the National Science Founda-tion. The system is being designed to gather infor-mation about the effects of national, state, and local policy actions designed to change the teaching and learning of mathematics in the schools of America. The papers included were produced by project staff, commissioned, or reprinted from previous works. Expert reviews and critiques of sets of papers are commissioned, or reprinted from previous works. Expert reviews and critiques of sets of papers are included. In this volume, papers are presented which address issues and concerns that grow out of the argument that the learning of mathematics happens in a social institution, the school, and that instruction is directed by an adult human, the teacher. The papers: (1) situate the mathematics reform movement in the social reality of schools; (2) examine the social myths surrounding the notions of curricular reform; and (3) consider teacher beliefs about professionalism and perceptions about mathematics. The final section summarizes the entire monograph, reflects on what has been said, and monograph, reflects on what has been said, and draws implications for future work. (PK)

Consumer Mathematics, Volume One, Staff Development Program 1986-1987.

New York City Board of Education, Brooklyn, N.Y.
Div. of Curriculum and Instruction.

Report No.—Curric-07-6000-40; ISBN-88315-810-8

-105p.; For related documents, see SE 048

Available from—New York City Board of Educa-tion, Division Curriculum & Instruction, 131 Liv-ingston St., Brooklyn, NY 11201 (38.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Calculators, Classroom Techniques,
 "Computer Assisted Instruction, Computer Uses
 in Education, "Consumer Education, High
Schools, Inservice Teacher Education, High
Schools, Inservice Teacher Education, High
Mathematical Applications, Mathematics Curriculum,
 "Mathematics Instruction, Mathematics Teachers, Mathematics Tests, Money Management,
 Secondary Education, "Secondary School Mathematics, Staff Development
Identifiers—"Consumer Mathematics, New York
 City Board of Education
 This document describes one of the second-year
 courses meeting the two-year mathematics has chool requirement satisfying the New York Regents Action Plan. This handbook is designed to
 meet the needs of teachers who will be teaching the
 Consumer Mathematics course. The handbook, for
 use with staff development programs, has five main
 sections: (1) program scope and sequence; (2) overview of consumer mathematics; (4) classroom
 management for consumer mathematics; (3) specific
 activities for consumers mathematics; (4) classroom
 management for consumer mathematics; (3) computer applications in consumer mathematics. management for consumer mathematics; and (5) computer applications in consumer mathematics.

These sections include background information, lesson descriptions, homework assignments, worksheets, and tests. (PK)

SE 048 797 ED 289 712

Consumer Mathematics, Vol. I. New York City Board of Education, Brooklyn, N.Y.

Div. of Curriculum and Instruction.

Report No.—Curric-00-6070-40; ISBN-88315-692-X Pub Date-

Note 460p.; For related documents, see SE 048 796-798.

Available from—New York City Board of Educa-tion, Division Curriculum & Instruction 131 Liv-ingston St., Brooklyn, NY 11201 (\$15.00). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Avail-sable from EDPS

able from EDRS.

able from EDRS.

Descriptors—"Calculators, "Consumer Education, Curriculum Guides, High Schools, "Mathematical Applications, Mathematical Concepts, Mathematics, Curriculum, "Mathematics Instruction, Secondary Education, "Secondary School Mathematics, Teaching Guides, Teaching Methods Identifiers—"Consumer Mathematics, New York City Board of Education This document is Volume I of a two-part course designed to improve mathematical proficiency and understanding as the student is given practice in relevant problem-solving situations. It includes the mathematics skills needed to make sound consumer decisions. The purpose of this course is to review,

decisions. The purpose of this course is to review, reinforce and extend concepts learned in the Fundamentals of Mathematics course. The focus of this course is on solving consumer-related problems. The use of a calculator is highly encouraged to allow the student to concentrate on the concept, rather than on computation. This curriculum guide is man on computation. This curriculum guide is based upon the Scope and Content for Consumer Mathematics of the New York City Board of Education. It consists of plans for lessons, which should be considered suggestions rather than prescriptions. Each of the plans includes a developmental approach to a topic with a stress on problem-solving. Suggested questions are given to encourage student proach to a topic with a stress on problem-solving. Suggested questions are given to encourage student thinking and involvement in the lesson. The problems presented in the plans are designed to be relevant to students' experiences. The application problems provided with each plan may serve as a resource for teachers so that they may select appropriate problems for their individual classes. (Author/PK)

SE 048 79
Consumer Mathematics, Vol. II. Computer Applications. SE 048 798

New York City Board of Education, Brooklyn, N.Y.
Div. of Curriculum and Instruction.
Report No.—Curric-00-6070-41; ISBN-88315-693-8 Pub Date—86 Note—409p.; For related documents, see SE 048 796-797.

Available from-New York City Board of Educa-Available from—New Fork City Board of Educa-tion, Division Curriculum & Instruction 131 Liv-ingston St., Brooklyn, NY 11201 (\$15.00). Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-

Pub Type— Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Algorithms, \*Computer Assisted Instruction, Computer Oriented Programs, Computer Uses in Education, \*Consumer Education, Courseware, High Schools, Mathematical Applications, Mathematics Education, \*Mathematics Instruction, \*Mathematics Education, \*Mathematics Instruction, \*Secondary School Mathematics, Taxes Identifiers—\*Consumer Mathematics, Taxes Instruction in the Guidentifier of the Second Consumer Mathematics as the student is given practice in relevant problem-solving situations. It includes the mathematics skills needed to make sound consumer decisions. The purpose of this course is to review, reinforce and extend concept learned in the Fundamentals of Mathematics course. The focus of this course is on solving consumer-related problems. The use of a calculator is highly encouraged to allow the student to concentrate on the concept, rather than on computation. Volume I of Consumer Mathematics contained in Volume I. The lessons involve using electronic spreadsheets and applying them to real-life situa-

tions. The electronic apreadsheets can be used for teaching problem solving as well as for the study and implementation of algorithms. Teachers may choose to integrate these lessons into the corre-sponding units from Volume I or they may choose to teach the lessons from Volume II after complet-ing Volume I. (Author/PK)

SE 048 799

Spiker, Joan Kurtz, Ray Using the Calculator To Teach First Grade Math Skills.

Pub Date-[87]

Pub Date—[87]
Note—22p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Calculators, Class Activities, Computation, "Elementary School Mathematics, "Grade 1, Mathematics Curriculum, Mathematics Education, "Mathematics Education, "Number Concepts, Primary Education, Problem Solving, Teaching Methods, "Worksheets Identifiers—Patterns (Mathematics)
This document presents 20 activities for grade 1

This document presents 20 activities for grade I students and emphasizes using a calculator. It is related to topics from a primary mathematica curriculum. Mathematical topics addressed include counting, addition and subtraction, the commutative property, greater than and less than, and place value. Each activity includes a statement of skills to be learned, materials needed, and suggested proce-

ED 289 715 SE 048 800

ED 289 715 SE 048 800
Armstrong, Patricia
Making Math Loaders: The San Francisco Math
Leadership Project. Final Evaluation Report,
Project Year 1986-87.
Pub Date—87
Note—22p.; Paper presented at the Annual Meeting of the National Council of States on Inservice
Education (12th, San Diego, CA, November 20-24, 1987).
Pub Tyres Reports - Evaluative (142)

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Elementary Education, \*Elementary School Mathematics, \*Elementary School Teach-

School Mathematics, "Elementary School Teachers, "Inservice Teacher Education, Institutes (Training Programs), "Leadership Training, Mathematics Curriculum, Mathematics Education, "Mathematics Instruction, Mathematics Teachers, Staff Development, Summer Programs This document provides a description and evaluation of a project designed to develop leadership among K-6 mathematics teachers in San Francisco (California). The project attempted to: (1) provide teams of urban teachers with a year-long program to improve mathematical problem solving skills, build confidence, and increase classroom effectiveness; (2) provide participants with ongoing training; (3) continence, and increase classroom effectiveness; (2) provide support for these teachers as they developed workshops for their colleagues; and (4) enlarge the group of mathematics leaders in the San Francisco Bay Area. The report concludes that data from a variety of sources indicate that the 1987 project year was a highly successful one. (PK)

SE 048 801

Succeed with Math: Every Student's Guide to Conquering Math Anxiety. Report No.—ISBN-0-87447-259-8 Pub Date—87

Note—260p.; Some charts may not reproduce well. Available from—The College Board, Box 886, New York, NY 10101-0886 (\$12.95).

Pub Type— Books (010) EDRS Price - MF01 Plus Postage, PC Not Avail-

EDRS Price - MP01 Plus Postage, PC Not Avail-able from EDRS.

Descriptors—Algebra, Calculus, \*College Mathe-matics, \*Content Area Reading, Geometric Con-cepts, Higher Education, \*Mathematical Applications, Mathematical Concepts, \*Mathe-matics Anxiety, Mathematica Education, Num-ber Concepts, Problem Solving, \*Student

Attitudes
This book, written primarily for college students
who feel uncomfortable with mathematics, attempts
to provide its readers with new ways of thinking
about mathematics, reading mathematics, studying
mathematics, talking the language of mathematics
and appreciating the power of using mathematics.
Chapter 1 feals directly with the problem of math
anxiety. The second chapter discusses the reading of
mathematics. The rest of the book deals more di-

rectly with mathematics content including: (1) problem solving; (2) the wonders of pi; (3) taming numbers; and (4) equalities and inequalities. Included are some specific mathematical applications from social science, biology, economics and busi-ness. The final chapter suggests further readings.

ED 289 717 SE 048 802
Why? Student Research.
Ohio Academy of Science, Columbus.
Pub Date—[87]
Note—13p; This publication was made possible in part by a grant from the Ohio Department of Development, Office of Energy Conservation through funds provided by The United States Department of Energy, Energy Extension Service Program.
Available from—Ohio Academy

Program.

Available from—Ohio Academy of Science, 445
King Ave., Columbus, OH 43201.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—"Content Area Reading, Language Arts, "Problem Solving, Science Education, Science Fairs, Secondary Education, "Secondary School Science, "Student Projects, "Student Research, "Writing Skills Student research programs offer students the principles and concepts of science, but also the opportunity to develop skills in other curriculum areas, including reading, language, problem solving, and writing. The brochure contains sections which specifically address the educational value of such programs, science days, project components, and cifically address the educational value of such pro-grams, science days, project components, and implementation. A major section deals with plan-ning and management of a science day, and includes information on: (1) scheduling; (2) judges; (3) vol-unters; (4) performance criteria; (5) supplies; (6) floor plans; (7) programs; (8) publicity; and (9) swards. (TW)

ED 289 718 SE 048 803 ED 289 718 SE 048 80 Shea, Cynthia Pollock Renewable Energy: Today's Contribution, Tomor-row's Promise. Worldwatch Paper 81. Worldwatch Inst., Washington, D.C. Report No.—ISBN-0-916468-82-8 Pub Date—Jan 88

Note—72p.

Available from—Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036

- Reports - Descriptive (141) - Opinion Papers (120) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—"Alternative Energy Sources, De-pleted Resources, Ecological Factors, "Energy, Energy Education, "Environmental Education, "Fuels, Global Approach, Heat Recovery, Natu-ral Resources, Science and Society, "Solar En-ergy, "Wind Energy, World Problems Identifiers—Environmental Problems, "Renewable Resources.

Resources
This document presents the position that renewalter energy sources offer a timely alternative to dwindling oil supplies and to environmentally damaging coal combustion, although public support and financial backing need to be strengthened. An extended the committee of conservables and a greater commitfinancial backing need to be strengthened. An expanded use of renewables and a greater comminent to energy efficiency are the most cost-effective and environmentally sound approaches to mitigating many seemingly intractable problems. The booklet contains specific sections on:

(1) harnessing the power of water; (2) new uses of biomass; (3) power from the sun; (4) tapping the energy of the wind; (5) laying the institutional groundwork for a shift to using more renewables; and (6) increasing the overall energy contribution available for renewables. (TW)

ED 289 719 SE 048 804

Abruscato, Joseph Teaching Children Science, Second Report No.—ISBN-0-13-891763-9 Pub Date—88 d Edition.

Pub Date—88
Note—397p.
Available from—Prentice Hall, Inc., Prentice Hall
Bldg., Englewood Cliffs, NJ 07632 (36.00).
Pub Type—Books (010) — Guides - Classroom—
Teacher (052) — Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors—Biological Sciences, Discovery

Learning, Earth Science, Elementary Education, \*Elementary School Science, Physical Sciences, \*Science Activities, Science Curriculum, Science Education, \*Science Experiments, \*Science In-struction, \*Teacher Education, Teaching Meth-

struction, Teacher Education, Teaching Methods
This book focuses on science teaching at the elementary school level. It includes chapters dealing with various science content areas and teaching processes including: (1) what is science; (2) why teach science; (3) process skills as a foundation for unit and lesson planning; (4) how to plan learning units, daily lessons, and assessment strategies; (5) teaching strategies, textbooks, and classroom management associated with discovery learning; (6) teaching science to handicapped and gifted children; (7) teaching science to minority children; (8) how to plan and teach earth/space science; (9) the earth's surface, atmosphere and weather; (10) the cosmos; (11) how to plan and teach life science; (12) plants and animals; (13) the human body; (14) how to plan and teach physical science; (15) matter and motion; and (16) energies and machines. Most of the chapters dealing with specific content contain background information for the teacher and teaching strategies, activities and demonstrations. The ing strategies, activities and demonstrations. The appendices provide information on the metric system, a bibliography of resource books for teachers, and a list of sources of science equipment and supplies. (TW)

SE 048 805

Lunde, Paul And Others Science: The Islamic Legacy.

Note-69p.; Colored photographs may not reproduce well.

Available from—Aramco Services Company, Box 4534, Houston, TX 77210 (free while supply

Journal Cit-Aramco World Magazine; spec iss

Pub Type— Historical Materials (060) — Collected Works - Serials (022) EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Astronomy, \*Foreign Countries, \*Islamic Cuiture, Middle Eastern Studies, \*Religion, \*Science and Society, \*Science History, Sciences, Space Sciences, \*Technological Advancement Identifiers—Saudi Arabia

In the wake of the first space voyage and in-flight experiments by a Muslim astronaut, this document focuses upon the story of Islamic science through the ages. It is intended to demonstrate the resur-

the ages. It is intended to demonstrate the resurgence of scientific research and technological development in the Muslim world. The booklet contains chapters on: (1) science: the Islamic legacy; (2) science in the golden age; (3) the book of animals; (4) science in al-Adnalus; (5) the Bodleian tribute in the Oxford Library; (6) science, the modern age; (7) Oxford Library; (6) science, the modern age; (7) Arabs and astronomy; and (8) science in the space age. (TW)

ED 289 721 SE 048 806 Edu 269 741
Equity and Excellence. A Dual Thrust in Mathematics and Science Education. Model State
Education Agency Efforts.
Council of Chief State School Officers, Washington,

D.C.

Spons Agency—Carnegie Corp. of New York, N.Y. Pub Date—87

Pub Date—87
Note—35p.
Available from—Council of Chief State School Officers, 379 Hall of the States, 400 N. Capitol St.,
NW, Washington, DC 20001.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Peccipitors—Educational Change, Elementary

able from EDRS.
Descriptors—Educational Change, Elementary School Mathematics, Elementary School Science, Elementary Secondary Education, \*Equal Education, \*Females, Interstate Programs, \*Mathematics Education, \*Minority Groups, Models, \*Science Education, Secondary School Mathematics, Secondary School Mathematics, Secondary School Science, \*State Departments of Education, Teacher Improvement Identifiers—\*Excellence in Education The shortcomings in elementary and secondary

The shortcomings in elementary and secondary mathematics and science education have been the focus of numerous national reports calling for edu-cational reform. In response to the recommendatons contained in those reports, a variety of actions on the part of state education agencies (SEA) resulted. This document reviews the results of a project designed to explore successful approaches to major issues in the field, promote the participation of women and minority males into all mathematics and science initiatives, and promote exemplary ac-tion by selected SEAs, while encouraging other SEAs to adapt and adopt such actions. The major portion of this report addresses state actions aimed portion of this report addresses state actions aimed at integrating equity and excellence concerns through: (1) data collection; (2) teacher improvements; (3) curricular improvements; (4) enrollment; (5) policy; and (6) collaboration and information sharings. Included in the appendix are descriptions of selected model programs used by states. (TW)

ED 289 722

The Federal Government and the University Research Infrastructure. Science Policy Study—Hearings Volume 6. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives. Ninety-Ninth Congress, First Session (May 21, 22, September 5, 1985).

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date-86

Pub Date—80
Note—913p.; [No. 101].
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington, DC 20402.

DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Collected Works - General (020)

EDRS Price - MF06/PC37 Plus Postage.
Descriptors— \*College Science, Educational Finance, Hearings, Higher Education, Laboratory Safety, Policy Formation, \*Public Policy, \*Research and Development, \*Research Universities, School Business Relationship, Science Education, Science Equipment, \*Science Facilities, Science Laboratories Laboratories

Science Equipment, \*Science Facilities, Science Laboratories Identifiers—Congress 99th
This publication documents the testimony and discussion before the United States House of Representatives' Task Force on Science Policy during three days in 1985. It includes the text of the prepared statements by: (1) Dr. Bernadine Healy (Office of Science and Technology Policy, Executive Office of Science and Technology Policy, Executive Office of the President); (2) Henry G. Kirschenmann, Jr. (U.S. Department of Health and Human Services); (3) Dr. Dale R. Corson (Cornell University); (4) Dr. T. Edward Hollander (New Jersey State Department of Higher Education); (5) Dr. Oliver D. Hensley (Texas Tech University); (6) Hayden W. Smith (Council for Financial Aid to Education, New York); (7) Dr. Frank B. Sprow (Exxon Research & Engineering Co.); (8) Dr. Donald N. Langenberg (University of Illinois at Chicago); (9) Dr. Richard A. Zdanis (The Johns Hopkins University); (10) Dr. Ray C. Hunt, Jr. (business and finance, Charlottesville, Virginia); and (11) Dr. Praveen Chaudari (1BM Corp.). The appendices contain copies of other papers submitted to the task force which pertained to such topics as voluntary support of education, university laboratory needs, financing and managing university research equipment, and research facilities and equipment. (TW)

ED 289 723

SE 048 80

The Impact of Information Technology on Science:
Science Policy Study Background Report No. 5.
Report Prepared by the Congressional Research
Service Library of Congress Transmitted to the
Task Force on Science Policy, Committee on
Science and Technology, U.S. House of Representatives, Ninety-Ninth Congress Second Ses-SE 048 808

sson. Library of Congress, Washington, D.C. Congressio-nal Research Service. Pub Date—Sep 86 Note—Sep; Serial T. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Science, Federal Aid, \*Government Role, Higher Education, \*Information Technology, Research Universities, \*School Business Relationship, Science and Society, Science Education, \*Technological Advancement, Technology Transfer, \*Telecommunications Identifiers—Congress 99th

This report to the Committee on Science and Technology, United States House of Representatives, provides an analysis of how advances in computer and telecommunications technology are

puter and telecommunications technology are significantly affecting the conduct of science. The

introduction describes key developments in infor-mation technology, discusses their general impact, and highlights future trends. This is followed by a chapter on the impact of information technology on caspier on the impact of information technology on scientists and research institutions and a chapter on the impact of information technology on the dis-semination and use of research results. The final section focuses on the role of the federal govern-ment in this area and identifies possible questions for congressional consideration. (TW)

SE 048 809

Farmer, Mike Science Projects-A Modular Appreach, Third Edi-

Pub Date—Sep 87
Note—66p.; Pages contain small, broken type.
Available from—Applied Educational Technology,
P.O. Box 193, Tigerville, SC 29688 (87.50 each,

P.O. Box 193, Tigerville, SC 29688 (\$7.50 each, \$5.00 each in lots of 20).

Pub Type— Guides - Classroom - Teacher (052)—
Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postags.

Descriptors—Computer Assisted Instruction, Courseware, Data Analysis, "Elementary School Science, Elementary Secondary Education, Exhibits, "Science Activities, Science Education, Science Experiments, Science Fairs, Science Instruction

\*Science Activities, Science Education, Science Experiments, Science Fairs, Science Instruction, "Science Projects, \*Scientific Research, \*Secondary School Science, \*Student Research, \*Secondary School Science, \*Student Research This document was designed to be used as a tool to assist students with research-oriented science projects. It provides a step-by-step approach to the development of such projects addressing: (1) selecting a research topic; (2) learning about the subject; (3) developing a specific purpose for the research; (4) planning the project; (5) initiating experiments; (6) analyzing data; (7) writing the final paper; (8) preparing an exhibit; and (9) entering a science competition. It includes a checklist focusing on the major steps in science research. The appendices remajor steps in science research. The appendices contain some science project ideas, examples of project categories, a list of computer software that may be appropriate for certain student projects, and some criteria for judging science projects. (TW)

ED 289 725

Research Policies for the Social and Behavioral
Sciences: Science Policy Study Background Report No. 6. Report Prepared by the Congressional Research Service Library of Congress,
Transmitted to the Task Force on Science Policy.
Committee on Science and Technology. U.S.
House of Representatives. Nineth-Ninth Congress. Second Session.
Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date—Sep 86 Note—235p.; Serial U. Document contains small,

light print.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington, DC 20402

DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143) — Historical Materials (060)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors— Behavioral Sciences, \*College Science, Employment Patterns, \*Federal Aid, Higher Education, \*Public Policy, School Business Relationship, Science and Society, \*Social Science Research, \*Social Sciences (Jennifers—Congress, 99th)

Identifiers—Congress 99th
This report summarizes a survey into the gover-nance, use, and support of the behavioral and social sciences in the United States for the last 40 years. The document contains sections which deal with:

(1) some major aspects in the history of the relation-ship between the federal government and the behavship between the federal government and the behavioral and social sciences; (2) major fields of behavioral and social sciences; (3) similarities and differences between basic and applied research in the behavioral and social sciences; (4) trends in federal support for the behavioral and social sciences (including a summary and synopsis of federal programs); (5) non-federal funding for behavioral and social science research; (6) studies of the relationships between the government and the behavioral and social sciences; (7) employment patterns and trends in the behavioral and social sciences; (8) examples of the application of behavioral and social research in commercial, administrative and technical settings; (9) issues in the utilization of behavioral and social science research in policymaking; (10) and social science research in policymaking; (10) approaches to enhancing the utilization of behavioral and social research in policymaking; and (11)

conclusions and implications for policy. (TW)

ED 289 726 SE 048 811
Issues in Peer Review of the Scientific Basis for Regulatory Decisions.
American Chemical Society, Washington, D.C.;
Conservation Foundation, Washington, D.C.
Pub Date—Nov 85
Note—389.
Available from—American Chemical Society, 1155
16th St. NW. Washington, D.C. 20036 (\$1.00).

Pub Date—Nov 85
Note—38p.
Note—38p.
Available from—American Chemical Society, 1155
16th St., NW, Washington, DC 20036 (\$1.00).
Pub Type—Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors—\*Decision Making, Environment,
Federal Aid, Federal Government, \*Federal Regulation, Higher Education, \*Peer Evaluation,
Peer Influence, \*Public Policy, Research, \*Science and Society, \*Sciences
This document is intended to provide a discussion of the issues that need to be addressed in the development of peer review guidelines, the options for addressing the issues, and a range of views about such options. The document focuses on peer review with regard to regulatory decisions and contains major sections which deal with: (1) what should be peer reviewed; (2) how should peer review be conducted; and (3) the use of peer review results. The appendix describes the current peer review processes underway at the Consumer Product Safety Commission, the Environmental Protection Agency, the Food and Drug Administration, and the Occupational Safety and Health Administration. A list of suggested readings is also included. (TW)

ED 289 727 SE 048 812

Matsuda, F. And Others
Concepts about Relations among Time, Distance
and Velocity In Calidren.
Pub Date—13 Jul 87

Note—179, Paper presented at the Biennial Meet-ing of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987). Graphs may not reproduce

Pub Type— Reports - Research (143) — Reports -Descriptive (141) — Speeches/Meeting Papers (150)

Pub Type—Reports - Research (143) — Reports Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, "Elementary School Science, Foreign Countries, Kinetics, "Mathematical Concepts, "Mechanics (Physics), Motion, "Physical Sciences, Physics, "Piagetian Theory, "Ratios (Mathematics), Relationship, Research, Science Education Identifiers—"Proportional Reasoning Almost all experimental investigations on concepts of time (T), distance (D) and velocity (V) since 1946 have been based on the Piagetian theory. However, there are several controversial points in Piaget's investigations. In the experiment described in this paper, developmental changes of concepts concerning relation of T, D, and V were examined using 148 children from 4- to 10-years-old and 20 undergardaute students, with the aim of addressing the controversy in Piaget's investigations. Results of these investigations include: (1) almost all children over 5 years of age could understand the proportional relation between D and T, and V and D through concrete operation, though they could not verbalize the reasons for their understanding; (2) it was difficult for young children to understand the inversely proportional relation between V and T even through concrete operations, but, the verbalization of reasons developed rather smoothly and rapidly after age 8; (3) in young children under 6-and-a-half-years-old, all relations between two variables seemed to be proportional and they seemed to pay little attention to the third constant variable; (4) over 8-years-old, most children correctly understood two proportional relations and one inversely proportional relation; and (5) it is not clear if children over 9 had the intercorrelational concept among three variables. (CW)

SE 048 813 ED 289 728

Kansky, Bob Technology Policy Survey: A Study of State Poli-cies Supporting the Use of Calculators and Computers in the Study of Precollege Mathemat-

National Council of Teachers of Mathematics, Inc., Reston, Va. Pub Date—Feb 87

-12p. vpe— Information Analyses (070) — Reports

- Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PCD1 Plus Postage.
Descriptors—\*Calculators, \*Computer Assisted Instruction, Educational Technology, \*Elementary School Mathematics, Elementary Secondary Education, Inservice Teacher Education, Mathematics Curriculum, Mathematics Education, \*Mathematics Instruction, \*Policy, \*Secondary School Mathematics, State Curriculum Guides, State Departments of Education, State Surveys, Teacher Certification Identifiers—Mathematics Education Research
The Technology Advisory Committee of the National Council of Teachers of Mathematics recently conducted a survey to assess the status of state-level policies affecting the use of calculators and computers in the teaching of mathematics in grades K-12. The committee determined that state-level actions related to the increased availability of calculators and computers in the public schools are affecting the definition, delivery, and evaluation of K-12 mathematics in about half of the states. Due to the limited empowerment of many state educational agencies to actively promote curricular change, most actions matics in about nair of the scales. Due to its illustrate empowerment of many state educational agencies to actively promote curricular change, most actions have taken the form of model curricular outlines, teaching guidelines, consultation, and information dissemination. A small number of states have: (1) sponsored teacher inservice on the instructional ap-plications of computers; (2) proposed the revision of certification standards for teachers of mathematics in order to ensure teacher competency in the use of calculators and computers in teaching mathematics; (3) mandated the use of calculators on statewide (5) instituted the little of calculations of salestering of secondary students; or (4) encouraged the use of calculators in instruction and testing. The use of calculators during classroom instruction is supported by 40 percent of the states. (PK)

ED 289 729

Cobern, William W. White, John E. Science Teacher Training In a Five-Year Develop-mental Liberal Arts Program. mental Libera Pub Date—88

Note—9p.; Paper presented at the Annual Meeting of the Southwest Regional Division of the Associ-ation for the Education of Teachers in Science

(1988).

Pub Type— Reports - Descriptive (141) —
Speeches/Meeting Papers (150)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—College Science, Course Content,

\*Course Descriptions, \*Educational Philosophy,
Education Courses, Higher Education, Internship
Programs, Liberal Arts, \*Preservice Teacher Education, Student Teaching, \*Teacher Education
Curriculum, \*Teacher Education Programs
Identifiers—\*Austin College TX

This report to the 1988 annual meeting of the
Southwest Regional Division of the Association for

Southwest Regional Division of the Association for the Education of Teachers in Science details the Austin Teachers Program (Austin College, Sher-Austin Teachers Program (Austin College, Sherman, Texas). The paper discusses: (1) the underlying philosophy of the program; (2) organizational features; (3) the role of liberal arts; and (4) signs of effectiveness. A brief description of education courses for undergraduates and graduates (fifth year) is included. The focus of this report is on science education and concludes with a brief discussion of future plans for science education. (CW)

SE 048 815 ED 289 730

Copley, Chariotte E.
Math by Mail: Grade 5 Revised.
Hampton City Schools, VA.
Pub Date—87

Pub Date—87

Note—114p.; Drawings may not reproduce well.
Available from—Hampton City Schools Mathematics Department, 1819 Nickerson Bivd., Hampton, VA 23663 (\$15.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Computation, Elementary Education,
\*Elementary School Mathematics, Grade 5,
\*Home Study, Homework, Intermediate Grades,
\*Mathematics Instruction, \*Mathematics Skills,
Measurement, Nontraditional Education, \*Parent
Participation

Measurement, Nontraditional Education, "Parent Participation
This document describes an experimental program which is designed to help students from grade 5 to grade 7 who are working at or slightly below grade level maintain mathematics skills. Students receive nine home-study packets containing two to four lessons each. Parents must make a commitment to supervise the home-study. The 25 lessons presented in grade 5 cover topics such as: (1) addition,

subtraction, multiplication and division of whole numbers; (2) addition and subtraction of fractions; surement; and (4) word problems. (PK)

SE 048 816

Copley, Charlotte E.
Math by Mail: Grade 6 Revised.
Hampton City Schools, VA.
Pub Date—87

Pub Date—87

Note—119p.; Drawings may not reproduce well.
Available from—Hampton City Schools Mathematics Department, 1819 Nickerson Blvd., Hampton, VA 23663 (\$15.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Computation, Elementary Education, "Elementary School Mathematics, "Grade 6, "Home Study, Homework, Intermediate Grades, "Mathematica Instruction, "Mathematics Skills, Measurement, Nontraditional Education, "Parent Participation Participation

Participation
This document describes an experimental program which is designed to help students from grade 5 to grade 7 who are working at or slightly below grade level maintain mathematics skills. Students receive nine home-study packets containing two to four lessons each. Parents must make a commitment to supervise the home-study. The 25 lessons presto supervise in thick-randy. In a result is pre-ented in grade 6 cover topics such as: (1) computa-tion with whole numbers; (2) computation with fractions; (3) computation with decimals; and (4) asurement and geometry. (PK)

SE 048 817 Selected Data on Historically Black Colleges
Academic Year 1986.
National Science Foundation, Washington, D.C.
Div. of Science Resources Studies.

Pub Date-Dec 87 Note—30c. 67
Note—33p.; Contains small type which may not reproduce well. Prepared by Universities & Colleges Studies Group, Statistical Analysis Section. Pub Type— Reference Materials - Vocabularies/Classifications (134) — Numerical/Quantitative Data (110)

tive Data (110)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Black Colleges, College Science,
\*Engineering Education, Enrollment Trends, Environmental Education, \*Federal Aid, Graduate Students, Graduate Study, \*Higher Education, \*Research and Development, Research Universities, \*Science Education, Surveys, Undergraduate

Study Identifiers \*National Science Foundation

This report provides tabular data derived from three surveys conducted in the National Science Foundation's Division of Science Resources Studies regarding science and engineering education in tra-ditionally black colleges. Tables 1 through 4 are derived from the Survey of Scientific and Engineer-ing Expenditures at Universities and Colleges. This ing Expenditures at Universities and Colleges. This survey is conducted annually and covers a sample of 403 institutions of higher education that grant a graduate science or engineering degree and/or perform at least \$50,000 in separately-budgeted research and development expenditures. Tables 5 through 10 are derived from the Survey of Federal Support to Universities, Colleges and Nonprofit Institutions. This survey is conducted annually and collects data on Federal obligations to universities and colleges from 15 agencies that provide science and engineering funding to higher education institutions. Tables 11 through 23 are derived from the Survey of Graduate Science and Engineering Students and Postdoctorates. This survey is conducted dents and Postdoctorates. This survey is conducted dents and Postdoctorates. This survey is conducted annually and collects data from 618 graduate institutions offering courses of study at the postbac-calaureate level in any science or engineering field.

ED 289 733

SE 048 818

The Role of Science and Technology in Competitiveness. Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology, House of Representatives. One Hundredth Congress, First Session, April 28-30, 1987.

Congress of the U.S., Washington, D.C. House Committee on Science, Space and Technology.

Pub Date—87

Note—1.173n. Contains small print which may not

Note-1,173p.; Contains small print which may not

reproduce well.

Available from—Superintendent of Documents,
Congressional Sales Office, U.S. Government
Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materi-

als (090)

als (090)

EDRS Price - MF09/PC47 Plus Postage.

Descriptors—College Science, Competition, Economic Climate, "Engineering, Hearings, Higher Education, International Relations, "International Trade, "Legislation, Measurement, "Metric System, "Research and Development, Science and Society, Science Education, World Affairs Identifiers—Congress 100th

system, "Resarch and Development, science and Society, Science Education, World Affairs Identifiers—Congress 100th
This document contains the text of three days of hearings before the United States House of Representatives Subcommittee on Science, Research, and Technology. The hearings were held to consider the role of science and engineering in world competitiveness, particularly with regard to the United States' nonmetric posture in a metric world. Testimony is included from: (1) The Honorable Don Ritter (U.S. Representative from Pennsylvania); (2) Dr. Lewis Branscomb (Harvard University); (3) Dr. Gordon Millar (National Academy of Science); (4) Helen Davis (American Society of Testing and Materials); (5) Daniel DeSimone (American Association of Engineering Societies); (6) Kenyon Taylor (North American Tool Company); (7) Frank Feigin (Digital Equipment Corporation); (8) Douglas Riggs (Department of Commerce); (9) Dr. Allen B. Rosenstein (University of California at Los Angeles); (10) Stanley Winkleman (Stanley Winkleman Associates); (11) Dr. Russell Drew (Institute of Electrical and Electronic Engineers); (12) Dr. Ronald L. Kerber (Department of Defense); (13) Larry Sumney (Semiconductor Research Corporation); (14) Charles E. Sporck (National Semiconductor Corporation); (15) Charles H. Ferguson (Massachusetts Institute of Technology); (16) Dr. William R. Graham (Science Adviser to the President); (17) J. Michael Farrell (Department of Energy); (18) Richard B. Geltman (National Governors' Association); (19) Frank H. T. Rhodes (Cornell University); (20) George H. Dummer (Massachusetts Institute of Technology); and (21) William Carpenter (Martin Marietta Energy System, Inc.). (TW)

ED 289 734

Brick and Mortar: A Summary and Analysis of Proposals To Meet Research Facilities Needs on College Campuses. Report Prepared by the Congressional Research Service, Library of Congress, for the Subcommittee on Science, Research and Technology, Transmitted to the Committee on Science, Space, and Technology, House of Representatives. One Hundredth Congress, First Session .

Congress of the U.S. Washington DC Heave Committee on Science, Space and Technology. ED 289 734

Congress of the U.S., Washington, DC. House Con mittee on Science, Space and Technology; Li-brary of Congress, Washington, D.C. Congressional Research Service.

Pub Date-87

Congressional Research Service.
Pub Date—87
Note—294p.; Serial C and Serial G. Contains small print which may not reproduce well.
Available from—Superintendent of Documents, Congressional Sales Office, US. Government Printing Office, Washington, DC 20402.
Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF91/PC12 Plus Postage.
Descriptors—"College Science, "Facility Improvement, "Federal Aid, Government School Relationship, Higher Education, Legislation, "National Surveys, Research and Development Centers, "Research Universities, Science and Society, Science Education, "Science Facilities Identifiers—Congress 100th
This report examines the current condition of uni-

Identifiers—Congress 100th
This report examines the current condition of university research facilities that are considered part of a college or university campus facility. The report reviews past and present federally sponsored programs designed to help the Nation's universities expand and modernize their research facilities. Recentarively conducted by higher-educational associations and the Federal Government, to assess the current condition and construction of research facilities of the Nation's universities are also discussed. Finally, the report presents a number of different titles of the Nation's universities are also culculated. Finally, the report presents a number of different issues Congress may eventually have to address, in considering current university concerns about their research facilities. This document also contains appendices which include a list of research facilities. surveys discussed in the report, and papers dealing with explicit rent charges, tax-exempt financing, university facilities audits, and universities receiving direct congressional approrpations for research facilities. (TW)

zzi. Louis A. Bastardo, Peter J.

SE 048 820

125

Decisions for Today and Tomorrow: Teaching Notes. Issues in Science-Technology-Society. Spons Agency—National Energy Foundation, Salt Lake City, UT. Pub Date—Nov 87

45p.; For related documents, see SE 048 821-822

821-822.

Available from—Sopris West, Inc., 1120 Delaware
Ave., Longmont, CO 80501.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

able from EDRS.

Descriptors—Agriculture, Air Pollution, Artificial Intelligence, Decision Making, "Environmental Education, Genetic Engineering, Hazardous Materials, Nuclear Energy, "Science Activities, "Science and Society, Science Education, Secondary Education, "Secondary School Science, Simulation, "Social Studies, Teaching Methods, "Technology."

rs-\*Environmental Problems

This teacher's guide was designed to be used with mior high school level classes as a supplement to senior high school level classes as a supplement to existing programs in the areas of science and social studies. Each of the 12 chapters included in the guide may be used independently or may be combined into a separate course on the relationships between science, technology, and society. The separate chapters deal with: (1) technology; (2) decision making in a high-tech world: (3) genetic ensineer. rate chapters deal with: (1) technology; (2) decision making in a high-tech world; (3) genetic engineering; (4) artificial intelligence; (5) nuclear energy; (6) acid precipitation; (7) hazardous wastes in the environment; (8) food and agriculture; (9) organ transplantation; (10) transportation; (11) robotics; and (12) technology and decision making. The teacher's guide includes lesson plans, teaching tips, and student handouts and worksheets. (TW)

ED 289 736 SE 048 821

ED 209 1000
Iozzi, Louis A. Bastardo, Peter J.
Decisions for Today and Tomorrow; Student Guide,
Issues in Science-Technology-Society. A Multidisciplinary Approach to Problem-Solving and
Critical-Thinking.
Spons Agency—National Energy Foundation, Salt

Spons Agency—Lake City, UT.

Pub Date—Nov 87 Note—185p.; For related documents, see SE 048 820-822.

6.00-622. Available from—Sopris West, Inc., 1120 Delaware Ave., Longmont, CO 80501. Pub Type— Guides - Classroom - Learner (051) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS. able from EDRS.

Descriptors—Agriculture, Air Pollution, Artificial Intelligence, Decision Making, \*Environmental Education, Genetic Engineering, Hazardous Materials, Nuclear Energy, \*Science Activities, \*Science and Society, Science Education, Secondary Education, \*Secondary School Science, Simulation, \*Social Studies, \*Technology Identifiers—Environmental Problems

This student mide was designed to be used with

Identifiers—"Environmental Problems
This student guide was designed to be used with
senior high school level classes as a supplement to
existing programs in the areas of science and social
studies. Each of the 12 chapters included in the
guide may be used independently or may be combined into a separate course on the relationships
between science, technology, and society. The separate chapters deal with: (1) technology; (2) decision
making in a high-tech world; (3) genetic engineering; (4) artificial intelligence; (5) nuclear energy; (6)
acid precipitation; (7) hazardous wastes in the environment; (8) food and agriculture; (9) organ transplantation; (10) transportation; (11) robotics; and
(12) technology and decision-making. Each chapter
of the student guide contains independent reading
assignments, discussion questions, activities, and
simulations. (TW)

SE 048 822 ED 289 737

zzi, Louis A. Science-Technology-Society: Preparing for Tomor row's World. Teacher's Guide. A Multidisciplin ary Approach to Problem-Solving and ary Approach to Problem-Solving and Critical-Thinking.
Spons Agency—National Energy Foundation, Salt Lake City, UT.
Pub Date—Now 87
Note—40p.; For related documents, see SE 048

820-821.

Available from—Sopris West, Inc., 1120 Delaware Ave., Longmont, CO 80501. Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—"Critical Thinking, "Decision Making, "Environmental Education, Logical Think-

Jesciptors—Chical Innaing, Decision Making, Problem Solving, Process Education, Questioning Techniques, Science Activities, "Science and Society, Science Education, Secondary Education, "Secondary Studies, Teaching Methods, Technology This teacher's guide was developed to assist teachers in supplementing junior high and high school science and social studies programs with a study of the relationships between science, technology, and society (STS). The program is intended to focus on the improvement of student knowledge about STS issues and the teaching of skills related to logical reasoning, critical thinking, problem solving and decision-making. The document contains major sections on: (1) science education for the 1980s and beyond; (2) preparing today's students for tomorbeyond; (2) preparing today's students for tomorrow's world; (3) the science-technology-society program (providing information on the audience, gram (provaing information on the addition-program usage, program objectives, theoretical ba-sis, the development of mental structures, the devel-opment of thinking skills, the acquisition of knowledge and information, and the socio-scientific knowledge and information, and the socio-scientific reasoning model); and (4) teaching approaches (in-cluding readings, development of critical thinking through reading, classroom discussion activities, questioning strategies, writing activities, dilemma discussions, and debates). (TW)

ED 289 738

Sheridan, Thomas B., Ed. And Others

Human Factors in Automated and Robotic Space
Systems: Proceedings of a Symposium (Washington, D.C., January 29-30, 1987).

National Academy of Sciences - National Research

Council, Washington, D.C. Commission on Behavioral and Social Sciences and Education.

Spons Agency—National Aeronautics and Space

Administration, Washington, D.C.

Pub Date—877.

Pub Date-87 Contract-NASW-4071

Contract—NASW-4071
Note—465p.
Available from—Committee on Human Factors,
Commission on Behavioral and Social Sciences
and Education, National Research Council, 2101
Constitution Ave., NW, Washington, DC 20418.
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors—'Artificial Intelligence, Cognitive
Processes, Computers, Computer Software, "Cybernetics, Decision Making, Expert Systems, Information Technology, Intelligence, "Man Machine Systems, Research, "Robotics, "Space
Exploration, "Space Sciences, Technological Advancement

vancement Identifiers—\*National Aeronautics and Space Administration, Space Colonization, Space Travel This document attempts to identify and promote human factors research that would likely produce results applicable to the evolutionary design of a National Aeronautics and Space Administration (NASA) national space station to be launched in the 1900s. It reports on a supposition designed to yield (NASA) national space station to be launched in the 1990s. It reports on a symposium designed to yield information applicable to future space systems. The opening session includes a keynote address by Allen Newell on "Human Factors Research for the NASA Space Station." Session one, "System Productivity: People and Machines," focuses on productivity in the space station. Session two, "Expert Systems and Their Use," discusses artificial intelligence systems in the space station and their uses. Session three, "Language and Displays for Human-Computer Communication," addresses some changes needed in human-computer interfaces and cognitive factors in software design and development. Session four, "Computer Aided Monitoring and Decision Making," discusses robustness and transparency of intelligence systems. Session five, "Telepresence and Supervisory Control," deals with research needs for teleoperation, telepresence and telerobotics for the Supervisory Control," ceans with research needs for the evolving space station. Session six, "Social Factors in Productivity and Performace," includes discussions about social issues involved with life in a space station. Session seven, "The Human Role in Space Systems," discusses human roles and sharing tasks between people and computers. (CW)

ED 289 739 Grandy, Jerilee

Ten-Vear Trends in SAT Scores and Other Characteristics of High School Seniors Taking the SAT and Planning To Study Mathematics, Science, or Engineering. Research Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation,

Washington, D.C.
Report No.—ETS-RR-87-49
Pub Date—Oct 87
Note—344p.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF0I/PC14 Plus Postage.
Descriptors—\*Academic Achievement, \*College Entrance Examinations, College Mathematics, College Science, Computer Science, Engineering Education, Highs Education, High Schools, Majors (Students), Mathematics Education, Minority Groups, \*National Surveys, Science Education, \*Secondary School Mathematics, \*Secondary School Science, Sex Differences, Standardized Tests
Identifiers—\*Scholastic Aptitude Test
This study analyzed data from the Scholastic Aptitude Test (SAT) taken by high school seniors between 1975 and 1986. Its purpose was to study trends in the numbers, test scores, and other characteristics of examinees planning to major in mathematics is omajor in other areas. The major findings included: (1) the number of examinees planning to major in other areas. The major findings included: (1) the number of examinees planning to major in mathematics, science, and engineering increased until 1983 and has since declined; (2) examinees planning to major in mathematics, science, and engineering increased until 1983 and has since declined; (2) examinees planning to major in mathematics, science, and engineering in creased until 1983 and has since declined; (2) examinees planning to major in mathematics, science, and engineering in 1986 were 38 points higher than the average for all examinees, although the means varied greatly depending upon the specific major field choice; (3) the average for all examinees, elabough te means varied greatly depending upon the specific major field choice; (3) the average for all ext takers; (4) examinees intending to study pre-medicine, classical languages, Chinese, Latin, Russian, education of the gifted and talented, and mathematics education had higher means than those interested in mathematics, science, and engineering; (5) the Verbal and Mathematics scores of examinees interested in computer science have de neering; (7) to the action of the computer science have de-clined 26 and 40 points respectively in the last ten years; (6) there are still more males than females interested in mathematics, science, and engineering; interested in mathematics, science, and engineering;
(7) women planning to major in electrical, mechanical, and civil engineering have higher average SAT
Mathematics scores than the men interested in these fields; and (8) mean SAT Mathematics scores
of blacks planning to major in mathematics, science,
and engineering have risen considerably over the
past decade, especially among those planning to major in mathematics or statistics. (TW)

SE 048 825 ED 289 740

ED 289 740

SE 048 825

Grandy, Jerilee

Trends in the Selection of Science, Mathematics, or Engineering as Major Fields of Stady among Top-Scoring SAT Takers. Research Report.

Educational Testing Service, Princeton, N.J. Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ETS-RR-87-39

Pub Date—Oct 87

Note—2546

Note—2546

Report No.—ETS-RR-87-39
Pub Date—Oct 87
Note—254p.
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—\*Academic Achievement, \*College Entrance Examinations, College Mathematics, College Science, Engineering Education, Higher Education, High Schools, \*Majors (Students), Mathematics Education, \*Secondary School Surveys, Science Education, \*Secondary School Mathematics, \*Secondary School Science, Sex Differences, Standardized Tests, Undergraduate Study Identifiers—\*Scholastic Aptitude Test
This document reports on a study which explored the major field preferences of top-scoring Scholastic Aptitude Test (SAT) examinees over the past decade, focusing especially on the numbers choosing to major in mathematics, science, and engineering. The major findings included: (1) the proportion of top-scoring examinees planning to major in mathematics, science, and engineering increased until 1982 and then declined slightly; (3) there is a considerable difference in the major field selections of males and females; (4) the percentage of top-scoring females planning to major in mathematics, science, and engineering increased until 1982 and then declined slightly; (3) there is a considerable difference in the major field selections of males and females; (4) the percentage of top-scoring females planning to major in mathematics, science, and engineering increased until 1982 and then declined slightly; (3) there is a considerable difference in the major field selections of males and females; (4) the percentage of top-scoring females planning to major in mathematics, science, and engineering top-scoring females planning to major in mathematics, science, and engineering top-scoring females planning to major in mathematics,

then declined, following much the same pattern as the trend for males; (5) there has been an increase in the proportions of top-scoring examinees plan-ning to study different fields within mathematics, science, and engineering; and (6) over the past de-cade, there has been a clear increase in the number of top-scoring examinees planning to study engi-neering and business. (TW)

SE 048 826 Endangered Species: Understanding Our pearing Plants and Animals. Activities

American Gas Association, Arlington, VA. Educa-

American das Association, Arangton, v.A. Educa-tional Services.

Pub Date—Sep 87

Note—Sp; Referenced poster not available from EDRS.

Available from—American Gas Association, 1515
Wilson Blvd., Arlington, VA 22209 (single copy
free to teachers from AGA or local gas utility as
long as supply lasts; nonmembers \$2.00 per copy).
Pub Type—Guides - Classroom - Teacher (052) —
Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Botany, \*Elementary School Science, Elementary Secondary Education, \*Endangered Species, \*Environmental Education, Language Species, Subvolumenta Butuation, Language Arts, Natural Resources, Parent Participation, \*Science Activities, Science and Society, Science Education, Science Instruction, \*Secondary School Science, \*Social Studies, Wildlife Manage-

About 464 plants and animals found in the United States and its territories are listed by the U.S. Fish and Wildlife Service as threatened or endangered Another 3900 are candidates for protection. The activities in this guide are designed to help teachers and students understand the issue of endangered species. It includes ideas for several activities that can be done at school, home, and in the community. The guide also contains information on 12 endan-The guide also contains information on 12 endangered species that are pictured in an accompanying poster. These plants and animals are: (1) the American bald eagle; (2) Englemann's purple-spined hedgehog acctus; (3) the Florida manatee; (4) the Florida panther; (5) the gray wolf; (6) the grizzly bear; (7) the Hawaiian monk seal; (8) the leather-back sea turtle; (9) the piping plover; (10) the small whorled pogonia; (11) the whooping crane; and (12) the wood stork. Also included is a bibliography and a list of conservation organizations. (TW)

SE 048 827

Churchman, David
The Educational Role of Zoos: A Synthesis of the
Literature (1928-1987) with Annotated Bibliography. Pub Date—87

Pub Date—87
Note—149p.
Pub Type— Information Analyses (070) — Reference Materials - Bibliographies (131)
EDRS Price - MP01/PO6 Plus Postage.
Descriptors—Animal Caretakers, Annotated Bibliographies, Conservation (Environment), \*Educational Facilities, Environmental Education, Literature Reviews, \*Nonschool Educational Programs, \*School Community Relationship, Science Education, Wildlife Management, \*Zoos Identifiera- "Informal Education

Identifiers-\*Informal Education

Zoos generally claim their four purposes to be conservation, research, entertainment, and educa-tion. This paper is intended to synthesize the literature relevant to the educational function and provide an annotated bibliography of that literature. The first section of the synthesis, "Audiences," addresses staff, volunteers, outreach programs, and codresses start, volunteers, outreach programs, and cooperation with schools and universities. The second
section, "Purposes," traces the changes in the focus
of zoo education, particularly over the past two decades. The next section, "Educational Components
of Zoos," looks at animals, enclosures, areas, plants,
signs, publications, and libraries. The fourth section,
"Factors Affecting Education in Zoos," focuses on rectors Attecting Education in Zoos, "course on attendance levels, demographics, utilization patterns, temporal patterns, and social patterns. The final section of the synthesis, "Research on the Educational Impact of Zoos," examines various approaches to research on visitors to zoos. The remainder of the document is convenient of an annument proaches to research on visitors to zoos, and remainder of the document is comprised of an anno-tated bibliography containing approximately 400 ci-tations of literature published between 1928 and 1987 that pertain either to visitor behavior, educa-tion, or related research methods. (TW) ED 289 743 SE 048 828

EIJ 289 743 SE 048 828 Wilson, Beth. Ed. Making Sense of the Future. A Position Paper on the Role of Technology in Science, Mathematics, and Computing Education.

Educational Technology Center, Cambridge, MA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date-Jan 88 Contract-400-83-0041

Note—32p.; Photographs may not reproduce well. Available from—Publications, Educational Tech-nology Center, 337 Gutman Library, Appian Way, Cambridge, MA 02138.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plas Postage.

Descriptors—Computer Assisted Instruction,

\*Computer Science Education, \*Computer Uses \*Computer Science Education, \*Computer Uses in Education, Curriculum Development, Educational Technology, \*Elementary School Mathematics, \*Elementary School Science, Elementary Secondary Education, \*Instructional Innovation, Mathematics Education, Mathematics Instruction, Problem Solving, Science Education, Science Instruction, Teaching Methods
Identifiers—\*Mathematics Education Research, \*Science Education Research, \*Science Education Research

\*Science Education Research Since 1983, the Educational Technology Center at the Harvard Graduate School of Educat studied the uses of computers and other technologies to improve K-12 instruction in science, mathematics, and computing. Collaborative research groups-including scientists and mathematicians, groups-including scientists and mathematicians, practicing teachers, learning theorists, and software designers-have focused on "targets of difficulty," or curricular topics that are both crucial to students' further progress in these fields and widely recognized as difficult to teach and learn. More than 15 research projects have been completed to study the nature of students' difficulties, clarify the educational advantages that computer technology offers, and design experimental lessons that use computers as well as traditional materials to address these difficult topics. Three research groups tried promising teaching units in five Massachusetts high schools to learn about their use in regular classrooms and schools. This monograph summarizes the results of the Educational Technology Center's work and their implications for policy makers, school practi-tioners, and others concerned about science and mathematics education. The findings of the research project fall into three categories: (1) teaching and learning; (2) technology; and (3) implementation.

ED 289 744 SE Guidelines for Computer Mathematics I. Texas Education Agency, Austin. SE 048 829

Pub Date-87

Pub Liste
Note—32p.
Available from—Publications Distribution Office,
Texas Education Agency, 1701 North Congress
Ave., Austin, TX 78701 (\$1.00).
Guides - Classroom - Teacher (052)

Ave., Austin, TX 78701 (\$1.00).
Pub Typer-Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Algebra, Computer Oriented Programs, "Computer Uses in Education, Course Content, Geometry, "Mathematics Curriculum, Mathematics Education, "Mathematics Instruction, Number Concepts, Probability, Programing, Secondary Education, "Secondary School Mathematics, State Curriculum Guides, Statistics Identifiers-Texas

This document is designed to assist teachers and administrators in Texas in the planning and implementation of the course known as Computer Mathementation of the course known as Computer Mathe-matics I. The philosophy and intent of the course is stated, along with credit allowed, prerequisite guidelines, guidelines for teacher preparation, sug-gested equipment needs, sample objectives, sample activities, sample sequence of topics, evalua formation, and resource information. (PK)

ED 289 745 SE 048 830

Narode, Ronald Qualitative Graphing: A Construction in Mathematics.

-86

Note—12p.; Paper presented at the Conference on Reasoning and Higher Education (Boise, ID, March 14-15, 1986). Pub Type— Opinion Papers (120) — Reports - Re-search (143) — Speeches/Meeting Papers (150) EDRS Price - MF01/PO1 Plus Postage. Descriptors—\*Algebra, \*Analytic Geometry, \*Col-

lege Mathematics, Content Area Writing,
\*Graphs, Higher Education, Logical Thinking,
Mathematical Logic, Mathematics Curriculum,
\*Mathematics Instruction, Problem Solving
This document argues that qualitative graphing is

an effective introduction to mathematics as a construction for communication of ideas involving quantitative relationships. It is suggested that with little or no prior knowledge of Cartes in coordinates or analytic descriptions of graphs using equations students can successfully grasp oncepts of change and rates of change as well as using multiple representations to convey their understandings. Through discussion of their solutions which generate debate and controversy. It is argued that having students write their own thoughts on a graphing problem will encourage further development of problem will encourage further development of self-monitoring and metacognition. Diagrams are included. (PK)

ED 289 746

SE 048 831

SE 048 83
Porter, Andrew
A Curriculum Out of Balance: The Case of Elementary School Mathematics. Research Series No. 191.

Michigan State Univ., East Landing. Inst. for Research on Teaching. Spons Agency—Department of Education, Washington, DC.

Pub Date-Jan 88 Note-27p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$3.00).

Pub Type— Reports - Research (143) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Basic Skills, \*Content Analysis, \*Curriculum Evaluation, Curriculum Problems, \*Curriculum Research, Elementary Education, \*Elementary School Mathematics, Mathematics Achievement, \*Mathematics Curriculum, Mathematics Education, \*Mathematics Instruction, Mathematics Instruction, Mathematics Skills, Problem Solving Identifiers—Mathematics Education Research

Joenuners—Mathematics Education Research
When student achievement lags expectations, explanations are usually sought. One possibility is that
the curriculum, as taught, is out of line with what is
needed, and many feel that careful descriptions of the implemented curriculum are in short supply. Elementary school mathematics is used as a context for considering what can be learned from careful descriptions of classroom content and in what ways evaluating curricula and setting educational standards require exercising value judgments that ex-tend beyond what is known empirically. Elementary school mathematics can be characterized as instruc-tion, where large numbers of mathematics topics are taught for exposure with no expectation of stude mastery, where much of what is taught in one grade is taught again in the next, where skills typically is taught again in the next, where skills typically receive ten times the emphasis given to either con-ceptual understanding or application, and where, depending upon the accidents of school and teacher assignment, the amount of mathematics instruction a student receives may be doubled or halved. While generally consistent with current curriculum poli-cies, these attributes of the curriculum are seen as highly problematic in this document. (PK)

Van Tassel-Baska, Joyce, Ed. And Others
A Curriculum Guide to Applications of Science to Technology for Able Learners. Northwestern Univ., Evanston, IL. Center for Tal-

ent Development. Spons Agency—Joyce Foundation, Chicago, IL. Pub Date—Sep 87

Pub Date—Sep 87
Note—14p.
Available from—The Center for Talent Development, Northwestern University, 2003 Sheridan Rd., Rm 5-108, Evanston, IL 69-08 (\$10.00 plus shipping & handling.)
Pub Type—Guides - Classroum - Teacher (052)
EDRS Price - MP01/PC08 Piss Postage.
Descriptors—Conservation (Environment), Ecology, Electronics, Energy, Environmental Education, Genetics, "Mathematical Applications, Mathematics Education, Science Activities, "Science ene and Society, Science Carriculum, "Science Instruction, Secondary Education, "Secondary School Mathematics, "Secondary School Science, Space Exploration, "Technology This curriculum guide was developed with the intention of providing an enrichment option for gifted

and talented learners who are interested in pursuing current issues and topics in the fields of mathematics and science. The scope of the guide is meant to encompass a year's study of a set of topics which apply mathematics to science and technology. The units in the guide deal with: (1) energy; (2) genetics; (3) ecology; (4) space travel; (5) electronics; and (6) conservation. Learning objectives are stated at the beginning of each unit, along with an explanation of the focus of that unit. Many of the activities and problems included in the units are cross-referenced with a list of recommended materials. (TW) with a list of recommended materials. (TW)

## SO

SO 017 483

Steinel, Daniel V.

Arts in Schools: State by State.

sic Educators National Conference, Reston, Va.

Pub Date-85

Note—112p.
Available from—Music Educators National Conference, 1902 Association Drive, Reston, VA 22091 (S16.25, 1-9 copies; \$12.95, 1-9 copies, member member discounts on larger quantities). Pub Type—Reports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Art, Art Activities, \*Art Education,
\*Art Teachers, Curriculum, Curriculum Development, \*Curriculum Evaluation, Data Collection,
\*Educational Assessment, \*Educational Objectives, Elementary Secondary Education, Guidelines, National Surveys, State Curriculum Guides,
State Programs, \*State Standards
Identifiers—States (Geopolitical Regions)
Seeking to describe the current conditions of U.S.
arts education, this document contains information

arts education, this document contains information collected and compiled from state education agen-cies. In 1984, the National Executive Board of Mu-sic Educators National Conference (MENC) adopted three goals which stated that by 1990: (1) every student in grades K-12 would have access to music education in school; (2) high schools would require at least one Carnegie unit of arts credit for graduation; and (3) colleges and universities would require at least one Carnegie unit of arts credit for admission. This project investigated progress toward meeting these goals through the examination of data collected from each state for MENC the National Council of State Supervisors of Music. A 16-item questionnaire was sent to state supervi-A 10-tern questionnaire was sent to state supervi-sors of music or other contact persons in each state concerning: (1) state requirements; (2) the number of arts specialists in elementary and secondary schools, and (3) state goals and objectives on arts curriculum guidelines. Tables indicate the status of the MENC goals and the number of arts teachers the MENC goals and the number of arts teachers and specialists by state. All states were able to sup-ply state regulations information, but few were able to provide arts enrollment data. Difficulties were encountered in arts teacher counts, because many, such as drama and dance teachers, are counted as English and physical education instructors. The col-lected data indicates that MENC is achieving the first goal, progress is being made on the second, and additional work needs to be done to accomplish the third goal. (JHP)

ED 289 749 Museum Education Research: Future Directions. Museum Education Roundtable, Rockville, MD.

Note-25p.

vailable from-Museum Education Roundtable, Box 8561, Rockville, MD (\$20.00 for yearly sub-

Box 8561, Rockville, MD (\$20.00 for yearly subscription of 4 issues).

Journal Cit—Journal of Museum Education:
Roundtable Reports; v11 n1 Win 1986
Pub Type— Collected Works - Serials (022) —
Opinion Papers (120)
EDRS Price - MP01/PC01 Plus Postage.
Descriptora—Behavior, "Educational Research,
Educational Theories, "Futures (of Society),
Learning Experience, Learning Processes, "Museums," Research and Development
Identifiers—"Museum Studies
Six museum education and learning researchers
discuss the need to study how people learn and behave in museums and what kind of current research
studies should be undertaken. Mary Ellen Munley,
in "Back to the Future: A Call for Coordinated Research Programs in Museums," describes the differrch Programs in Museums," describes the diff

ences between the terms "evaluation," "audience research," and "education research" and recommends establishing major systematic programs of museum-based research that are similar to ones inimends establishing major systematic programs of museum-based research that are similar to ones initiated in the 1920s and 1930s. In "Educational Exhibitions: Some Areas for Controlled Research," C. G. Screven believes that priority should be placed on more and better empirical studies undertaken in museum settings, while John and Mary Lou Koran propose the development of a model based on cognitive philosophy and tested through studies and simulations of museum learning in "A Proposed Framework for Exploring Museum Education Research." Robert Wolf, in "The Missing Link: A Look at the Role of Orientation in Enriching the Museum Experience," suggests that new information about museum learning is not likely to be discovered and believes efforts should be directed toward issues such as the mechanics of visitor orientation. In "Computers Everywhere: But What Has Happened to the Research?" Patricia McNamara discusses the need to discover new ways to use computers for learning and uses research about visitor utilization of museum computers as an example of what can be accomplished and what is not currently being done with museum research. (JHP)

ED 289 750

Wilson, James Q. Crime and American Culture, Ethics and Public

Policy Essay #43.
Ethics and Public Policy Center, Washington, DC.
Report No.—ISBN-0-89633-070-2

Pub Date-Apr 83

Available from—University Press of America, 472
Boston Way, Lanham, MD 20706 (\$5.00).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptor.

able from EDRS.
Descriptors—"Crime, Crime Prevention, Criminal
Law, Criminals, Cultural Differences, "Cultural
Influences, Cultural Pluralism, Cultural Traits,
"Culture, Culture Conflict, Law Enforcement,
"Law Related Education, "Moral Values, United States History

The great waves of foreign immigration, the onset of rapid industrialization, the emergence of an urban working class-all features of the post Civil War United States that might have contributed to rising crime rates-did not. Ted Robert Gurr suggests that a growth of the "civilizing process" occurred in which people turned away from violence and internalized or displaced aggressive impulses. The process began among upper socio-economic groups and was given institutional expression in various reform was given institutional expression in various reform movements. Beginning in the 1920s, the educated classes in America repudiated moral improvement as it had been defined during the preceding century. Child rearing views began to change in the 1920s. Character development was replaced with personality development. By the 1960s, the baby boom generation had come of age. The psychology of radical individualism and the philosophy of individual rights triumphed. The factors that most directly influence crime (family structure, moral development, the level of personal freedom) are the very things that U.S. citizens do not easily change or, for persuasive reasons, do not wish to change. Law becomes more important as informal social control becomes less important. Thousands of neighborhood organizations and civic enterprises have emerged from a desire to reduce crime by direct popular action. This recourse to informal communal action has grown out of a reaffirmed allegiance to a action has grown out of a reaffirmed allegiance to a communal theory of social control. (SM)

ED 289 751

Filler, Louis Crusade against Slavery: Friends, forms, 1820-1860, Report No.—ISBN-0-917256-29-8 Pub Date—86 st Slavery: Friends, Foes, and Re-

401p.

Available from—Reference Publications, Inc., 218 St. Clair River Drive, Box 344, Algonac, MI 48001.

Pub Type— Books (010) — Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MPOI Plus Postage. PC Not Available from EDRS.

Descriptors—\*Civil War (United States), History Instruction, \*Slavery, Social Change, Social Studies, \*United States History Identifiers—\*Abolitionism, Historical Materials,

\*Reform Efforts

Throughout the colonial period and after the Revolutionary War slavery was accepted by most U.S. citizens as a normal and inevitable aspect of their affairs. This book traces the history of U.S. slavery from 1820 until the beginning of the Civil War period. Chapter 1 addresses the early establishment and challenges of slavery, while chapters 2 and 3 describe how abolitionists and reformers took increasingly rigid positions after 1820. The antislavery movement is further described in chapter 4. creasingly ngol positions after 1820. The annual ery movement is further described in chapter 4, and slavery's effect on U.S. politics is highlighted in chapter 5. The social and religious movements' ram-ifications and debates are presented in chapter 6. The rise of political abolitionism is described in chapter 7, fugitive slave activity in chapter 8, the Compromise of 1850 in chapter 9, and the role of Kansas in the abolition atrusted in chapter 10. Kansas in the abolition struggle in chapter 10. The book concludes, in chapter 11, with an explanation of how the antislavery crusade moved from a reform effort to a revolutionary movement. A comprehen-sive, annotated bibliographical overview and bibli-ography are appended, and maps and photographs

ED 289 752

SO 017 935

Converse, Philip E.
V. O. Key, Jr., and the Study of Public Opinion.
Pub Date—31 Aug 86
Note—19p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986).

(Washington, DC, August 28-31, 1986).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beliefs, Comparative Analysis, Ideology, Philosophy, Political Attitudes, \*Public Opinion, Social Science Research

Opinion, Social Science Research Identifiers—Key (V O Jr)
The contributions of V. O. Key, Jr., to the field of public opinion studies is examined through reviews of issues and opinions contained in two of Key's books, "Public Opinion and American Democracy" and "The Responsible Electorate." Key is described as being much less concerned with what public opinion is than what it does in the area of public affairs. A description of the contents of "Public Opinion and American Democracy" is presented, and Key's interests concerning how politically influential persons shape public opinion and how this affects the formation of authoritative decision-making are highlighted. Key's interest in the role of the completions. formation of authoritative decision-making are highlighted. Key's interest in the role of the com-mon man in the electorate process is described in "The Responsible Electorate," and comparisons of and a justification for the philosophical differences which appear in the two books are made. (JHP)

SO 017 949 ED 289 753

Beresford, Jack Ellis, Diane C. nerespora, Jack Ellis, Diane C.
Minorities and Women in the Arts: 1970. Research
Division Report #7.
Data Use and Access Labs, Lanham, MD.
Spons Agency—National Endowment for the Arts,
Washington, DC. Research Div.
Pub Date—12n 78

Pub Date-Jan 78

Pub Date—Jan /8
Note—33p.; For the 1980 report, see SO 018 358;
for another related document, see SO 018 352.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

occupations is compared with their overall partici-pation in the labor force. Also their earnings in each artistic occupation in 1969 are compared with their non-minority counterparts in the same occupation. Patterns of residence and migration are discussed. Patterns of residence and migration are discussed.

The data show that there were lower proportions of minorities and women in artistic occupations than in the total labor force in 1970; income levels for established minority artists were below the levels for established non-minority artists; and income for established women artists was less than half the income for established male artists. Eleven data tables and 3 figures are included in the report. (APG)

SO 017 974 ED 289 754 SO 01 Susan B, Anthony Birthday Celebration Kit.

Michigan State Dept. of Education, Lansing. Office for Sex Equity. Pub Date—Jan 80

Note—47p. Available from-

Pub Date—Jan 30
Note—479.
Available from—Office for Sex Equity, Michigan
Department of Education, P.O. Box 30008, Lansing, MI 48909 (Attention: Kit).
Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Civil Rights, Class Activities, Educational Games, Elementary Education, Instructional Materials, Puzzles, \*Sex Bias, Sex
Discrimination, \*Social Studies, \*United States
History, \*Womens Studies
Identifiers—Yanthony (Susan B)
This kit was developed as a resource for teachers
who wish to supplement their curriculum with activties designed to highlight the contributions to
women to U.S. history. Section one contains 11 activities focusing on the life of Susan B. Anthony.
The activities were designed to be used in different
curriculum areas or independently. In activities focusing on the Susan B. Anthony con, students are
taught to make change and to recognize this coin. cusing on the Susan B. Anthony coin, students are taught to make change and to recognize this coin. Language activities include a crossword puzzle, var-ious types of word puzzles, and letter acrambles. The Anthony trial is highlighted through sugges-tions for the enactment of a mock trial and an actions for the enactment or a mock that and an account of the Anthony trial proceedings. Section two is a reference section that contains a background reading for the teacher, along with additional biographical references, and an additional list of suggested activities for classroom, library, and discussion. Appended are keys for the activities.

ED 289 755 Atkinson, Karla SO 017 975

In an Age of Change, Where Are You...in the Classroom? Book I: For Building Staff. Michigan State Board of Education, Lansing. Office for Sex Equity in Education. Pub Date—Sep 83

Pub Date—Sep 83
Note—24p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC01 Plus Pestage.
Descriptors—Career Education, Classroom Environment, Elementary Secondary Education, Employed Parents, "Expectation, Nontraditional Occupations, One Parent Family, "Sex Role, "Sex Stereotypes, Student Characteristics, "Teacher Attitudes

Attitudes
Focusing on the changing roles of women and
men in the home and in the work place and the need
to prepare students for these changing roles, this
booklet presents facts and information that challenge stereotypical views about sex roles and provides activities for teachers to test their own views. The information and activities encourage teachers to evaluate their expectations of all students. Teachers also evaluate how those expectations are carried out in their classrooms. Some of the activities chalout in their cassarooms. Some or the securing characteristics of single parenting, recognize the changing family environment, become aware of the expectations of male and female students, and inform students about career opportunities. Expectations for students need not be based on whether they are male or female. One way to minimize this distinction is to recognize the individual talents and needs that each student brings to the classroom, and to estab-lish expectations for students based on these indi-vidual variations, rather than on gender. (SM)

SO 017 977 American History: Content Specific Bibliogra-

phies.
Michigan State Dept. of Education, Lansing. Office for Sex Equity.
Pub Date—May 83

Pub Date—May 5.3 Note—15p.
Pub Type—Reference Materials - Bibliographies
(131) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Resources, Elementary
Secondary Education, "Females, Instructional
Materials, Reference Materials, Resource Materials

\*\*County Security Studies: Sundementary Reading Ma-

materials, Reterence Materials, Resource Materials, \*Social Studies, Supplementary Reading Materials, \*United States History
Selected bibliographies regarding women's contributions to U.S. history are provided in this compilation of supplementary materials for elementary and secondary school courses. These listings contain both print and nonprint media and some citations noting prices and ordering information. Items were selected based upon accessibility and ease of utiliza-tion by teachers, administrators, librarians and stu-dents to incorporate information about girls and women, as trelates to U.S. history, into the curricu-lum. The document is divided into bibliographies which focus on: (1) curriculum materials (26 cita-tions); (2) materials for student (38 citations); (3) research studies, biographies, and background read-ing (47 citations); and (4) national resources and projects (13 annotated citations). (JHP)

ED 289 757

SO 017 979

Foster, Jan
A Packet of Secondary Classroom Activities To
Teach Students about Sex Role Stereotyping,
Michigan State Dept. of Education, Lansing. Office
for Sex Equity.
Pub Date—\$3

Note-50p.; For related documents, see ED 288 752-753.

Available from—Michigan Department of Educa-tion, Office for Sex Equity, P. O. Box 30008, Lan-

tion, Office for Sex Equity, P. O. Box 20000, Lansing, MI 48909.
Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)
EDRS Price - MF01/PO2 Plus Postage.
Descriptors—Attitudes, Class Activities, \*Expectation, Instructional Materials, Middle Schools, Secondary Education, Sex Bias, \*Sex Role, \*Sex Stereotypes, \*Social Studies
The activities in this packet are designed to help students understand how stereotypes establish ex-

The activities in this packet are designed to help students understand how stereotypes establish ex-pectations for people based on sex roles. Helping students learn and recognize sex role stereotypes is an ongoing process wherein brief classroom activi-ties can be integrated into basic academic programs offered at the secondary level. In many instances, using these activities will take little or no teacher preparation. Worksheets containing one or two dis-cussion questions are provided, where appropriate. The activities are divided into five sections. Section one helps to further student understanding of the one helps to further student understanding of the one helps to further student understanding of the way society sets expectations based on sex roles. Sections two and three explore the ways in which expectations are established through behavior and language. Sex roles and expectations that are traditionally deemed appropriate for either sex are analyzed, and how a person's behavior may be molded by these stereotypes is explored in section four. Sections five helps students to imagine what expectations the future may hold for them. Suggestions for homework assignments and classroom discussions and activities are included in the necket. (SM) and activities are included in the packet. (SM)

SO 018 082

Williams, Roger J.

Rethinking Education: The Coming Age of Enlight-

Report No.—ISBN-0-8022-2500-4 Pub Date—86

Note-156p. Available from-

Note—156p.

Available from—Philosophical Library, 200 West 57th Street, New York, NY 10019 (\$15.00).

Pub Type— Books (010) — Opinion Papers (120) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Educational Change, Educational Development, Educational Improvement, Educational Innovation, \*Educational Philosophy, Educational Theories, \*Pused Curriculum, Higher Education, \*Humanistic Education, Humanization, \*Integrated Curriculum, \*Interdisciplinary Approach, Social Sciences, Unified Studies Curriculum, riculum

Approach, Social Sciences, Unified Studies Curriculum
The world's most serious problems involve people's inability to peacefully coexist with other people. The only antidote to prejudice, injustice, murder, and terrorism is to develop an understanding of the many different patterns of human life. However, western civilization and its educational systems have developed into fragmented forms, resulting in numerous unrelated disciplines that disregard an overall perspective and do not promote the solution of multifaceted problems. This book proposes the unification of all knowledge and offers ideas for educational systems that consider human problems and prepare persons to live in a complex world. The benefits of interdisciplinary education include the fostering of human understanding, the seeking of mutual efforts toward solutions for human and social problems, and prevention of war. Factors involved in establishing successful interdisciplinary education programs include: (1) positive attitudes; (2) their emphasis and use by instructors; and (3) growth in the number of interdepartmental university seminars, programs, and research efforts.

Appendices include information concerning the history, role, and interdependence of humani social sciences, sciences, and ethics. (JHP)

ED 289 759

SO 018 326

Sobor, N. And Others
The Effect of Direct Contact with Jews on Attitudes of Israeli Arab Youth and Its Implications
on Designing a New Curriculum.
Pub Date—87

Pub Date—87
Note—14p.; Paper presented at a round table session of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Arabs, Attitude Change, Attitude Measures, "Attitudes, "Childhood Attitudes, Curriculum Design, "Curriculum Development, Data Interpretation, Educational Research, Elementary Education, Elementary School Students, Foreign Countries, "Interaction Process Analysis, Intergroup Relations, "Jews, Stereotypes, Surveys Identifiers—"Israel
This summary describes the results of a survey

entifiers—"Israel This summary describes the results of a survey This summary descrioes the results of a barvey that served as a needs assessment, preceding the development of a curriculum for both Arab and Jewish elementary schools in Israel. The curriculum's goals were to educate children to create interethnic contacts on a basis of mutual equality and respect each other and their cultures. Previous attitudinor each other and their cuttres. Previous attituda-nal research, along with personal and intermediate culture contact studies, were described. This study tested the effect of direct contact with Jews on the attitudes of Arab children, as well as Arab children's readiness for contact with Jewish youth, and the effect of stereotypes on that readiness. The sample population included 268 seventh grade students in Arab schools located in two Arab villages, two Arab cities, and two cities of mixed Arab and Jewish populations. Results indicated that: (1) previous contact did increase readiness for further social contacts, and programs that involve actual contacts between children from the two societies should be encouren from the two societies should be encourchildren from the two societies should be encouraged; (2) the designed curriculum should have special preparation activities for those Arab children
who come from Arab settlements and do not have
the required readiness for social contacts; and (3)
curricula for interethnic groups should develop activities that stress direct contact, rather than the
current emphasis which focuses on changing stereotypes. Tables are included. (JHP)

ED 289 760

SO 018 352

ED 289 760

SO 018 352

Abreu, Dan And Others

Survey of Public Participation in the Arts: Musical
Theater, Operetta, and Opera Attendees.

Ziff Marketing, Inc., Brooklyn, NY.

Spons Agency—National Endowment for the Arts,
Washington, DC. Research Div.

Pub Date—1 Apr 87

Note—166pt, For related documents, see ED 287

764-765; ED 288 756-758; SO 017 949; SO 018

354-358; and SO 018 362-365.

334-358; and SO 018 362-365.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Art, Art Activities, Attendance, Attendance Patterns, Audience Analysis, \*Audience Participation, Audiences, Cultural Activities, Data Analysis, \*Music, Music Activities, National Surveys, Opera, Participant Characteristics, Participation, Research Reports, acteristics, Participation, Surveys, Theater Arts

ers-Operettas

Identifiers—"Operettas
Research presented in this report focuses on data
obtained through the 1982 and 1985 "Survey of
Public Participation in the Arts" and relates to musical theater, operetta, and opera attendance. The
objectives of this study were to focus on those findings which might help opera or musical theater organizations attract and understand attendees and to
present the findings in an accessible and useful format. Data are presented in categories representing
attendance, attendees' backgrounds, arts participation, and attendees lifestyles. Compiled data on
musical theater, operetta, and opera attendees are musical theater, operetta, and opera attendees are examined according to those who reported attending in the most recent year studied: (1) a musical stage play, operetta, or opera; (2) a performing arts activity that was not a musical stage play, operetta, or opera; (3) a musical stage play, operetta, or opera both in live performances and through radio, televi-sion, or recordings; and (4) other forms of arts activ-ities only, but listened to musical stage plays, operettas, or operas on radio, television, or recordings. Data are also examined concerning those persons who reported no attendance at a performing arts activity, an art museum, or an art gallery, and demographic factors affecting attendees and non-attendees are described. Numerous tables are included. (JHP)

SO 018 354 ED 289 761 Ellis Diane C

Ems. Diane C.
Earnings of Artists: 1980.
Wordworks, Brunswick, MD.
Spons Agency—National Endowm
Washington, DC. Research Div.
Pub Date—Feb 87
Contract—NEA-DCA-86-19
Notes 489. Eco. wment for the Arts,

Note-48p.; For a related document, see SO 018

Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Artists, Comparative Analysis, Data
Analysis, Economic Factors, Economic Status,
\*Income, National Surveys, Occupational Sur-

veys, Research Reports Identifiers—Census 1980

Identifiers—Census 1980
In 1980, the U.S. civilian labor force included over one million persons who were employed as: (1) actors; (2) announcers; (3) architects; (4) postsecondary art, drama, and music teachers; (5) authors; (6) dancers; (7) designers; (8) musicians and composers; (9) painters, sculptors, craft artists, and artist printmakers; (10) photographers; and (11) performers and related workers. This document, based on data from the 1980 U.S. Census for a set of 11 arts-related occupations, presents information about these artists' earnings for the 1979 calendar year and includes wages, salaries, and self-employment income. Section 1 of the report reviews basic variations in earnings among artists by their occupations, sex, ethnic backgrounds, ages, educational levels, and types of workplaces. Section 2 contains a series of profiles that can be utilized to compare a series of profiles that can be utilized to compare and review each of the 11 artist occupations. This document contains numerous tables, and an appen-dix presents tables that highlight: (1) median in-come; (2) the distribution of artists by occupation, sex, and household status; (3) personal earnings; and (4) artist household earnings. (JHP)

Blue, Judith R. Quetx, Gail A. The Geography of Arts Participation: Report on the 1982 and 1985 Surveys of Public Participation in the Arts. Final Report.
Columbia Univ., New York, NY. Center for the Social Sciences.

Columbia Univ., New York, NY. Center for the Social Sciences.

Spons Agency—National Endowment for the Arts, Washington, D.C.
Pub Date—Mar 87

Contract—NEA-DCA-86-198

-171p.; For a related document, see SO 018

352.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors— Art, Art Activities, Cultural Opportunities, "Geographic Distribution, "Geographic Location, Geographic Regions, Metropolitan Areas, National Surveys, "Participation, Regional Characteristics, Research Reports, Urban Areas Identifiers—Supply and Demand, "Survey of Public Participation in the Arts

This study's primary purpose was to examine how geographical characteristics and cultural supply influence individual participation in arts related activities in the United States. Data for the study were Participation in the Arts." Research efforts were based upon the inference that geographic differbased upon the inference that geographic differences lead to inequalities in the supply of cultural opportunities, and this factor may outweigh differences in attitudes or values in relation to arts participation. Geographical factors relating to specific U.S. regions, subregions, and urban and metropolitan areas were investigated. Results indicated that: (1) arts participation did not increase in any region between 1982 and 1985; (2) the greatest variation in arts participation exists in the south; (3) when demographic characteristics of a region are considered. arts participation exists in the south; (3) when de-mographic characteristics of a region are consid-ered, regional differences are reduced; (4) supply and planning policies may account for high levels of participation in some metropolitan areas, while low participation may relate to poor transportation and parking facilities; (5) educational levels and number of adults who have never married are positive fac-tors in metropolitan areas; and (6) social inequality has detrimental effects on the supply of and demand for art activities. Appendices list large cities within

specific geographic areas and provide computer re-sults relating to the study. (JHP)

ED 289 763 SO 018 356
Robinson, John P. And Others
Survey of Public Participation in the Arts: Volume
I: Project Report. Final Report.
Maryland Univ., College Park.
Spons Agency—National Endowment for the Arts,
Washington, DC. Research Div.
Pub Date—Mar 87
Contract—NEA-DCA-85-24
Note—509n: For a related document, see SO 018

Note-509p.; For a related document, see SO 018

Dub Type— Reports - Research (143)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors— Art, \*Art Activities, Data Analysis,
Data Interpretation, National Surveys, \*Participant Characteristics, Research Projects, Research
Reports
Identifiger. - \*Survey of Public Personnel.

ntifiers-\*Survey of Public Participation in the

Arts
This study, completed in 1985, is a replication of
the 1982 "Survey of Public Participation in the
Arts." The data, collected by the Bureau of the Census, represent the largest survey ever undertaken
concerning the U.S. public's cultural activities and
attitudes. Interviews were completed with a national sample of 13,675 persons. The survey was
designed to investigate: (1) the audience size for
individual arts activities and for arts as a whole; (2)
the selectionship hartes uttendance, at live persons. designed to investigate: (1) the audience size for individual arts activities and for arts as a whole; (2) the relationship between attendance at live performances and participation through watching television and listening to radio and recordings; (3) arts participation in relation to geographic regions and community types and sizes; (4) the relationship between social, economic, and demographic characteristics and participation in the arts; (5) the effect of family background; (6) competition from non-art activities; (7) the extent and nature of unsatisfied demand for arts activities; (8) reasons for nonattendance on the part of those who would like to attend; (9) the relationship of amateur participation to attendance; and (10) the role of formal instruction and a young age exposure to the arts. Almost 40 percent of the respondents had attended a live arts performance, and 3 percent had appeared in a public performance during the previous year. Tables and graphs are included. Appendices include survey documentation and background on methodology, and a list of occupation codes. (JHP)

ED 289 764 SO 018 357

ED 289 764 SO 018 357
Robinson, John P. And Others
Survey of Public Participation in the Arts: Volume
II. Changes in American's Participation,
1982-1985. Final Report.
Maryland Univ., College Park.
Spons Agency—National Endowment for the Arts,
Washington, DC. Research Div.
Pub Date—Mar 87
Contract—NEA-DCA-85-24
Note—986: Appendix A tables contain small/mar-

Note—95p.; Appendix A tables contain small/mar-ginally legible print. For a related document, see SO 018 352.

SO 018 392.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors— "Art Activities, Attendance, "Attitude Change, "Behavior Change, Change, Data Analysis, Data Interpretation, National Surveys, Participant Characteristics, "Participation, Research Projects, Research Reports, "Theater Arts Identifiers—Survey of Public Participation in the Arts

Arts
The primary purpose of this report was to compare data obtained from the 1982 and 1985 "Survey of Public Participation in the Arts." Comparisons of core questions and responses indicate that: (1) 1985 results are very close to those obtained in 1982; (2) there was a statistically significant decline in musical theater performance attendance; and (3) the only performing arts attendance group to increase was ballet attendees. Recreational activity participation increased in exercise related activities and declined in movie attendance, amusement park activities, gardening, and sewing crafts. Declines were also found in participation through watching plays and musical theater on television, and increases were noted for participation in arts related craft and musical theater on television, and increases were noted for participation in arts related craft classes. An increased number of U.S. adults indicated that they liked jazz, soul/blues, rock, mood/easy listening, and hymns/gospel music, while preferences for country/western music declined. Tables are included, and appendices report: (1) the demographic predictors of participation; (2) demographic comparisons of 1982 and 1985 samples; and (3) differences by 3-year age cohort categories. (JHP)

EIJ 289 105
Ellis, Diane C. Women in the Arts: 1980.
Minorities and Women in the Arts: 1980.
Wordworks, Brunswick, MD.
Spons Agency—National Endowment for the Arts,
Washington, DC. Research Div.

Pub Date—Apr 87 Contract—NEA-DCA-86-19

Contract—NĒA-DCA-86-19
Note—91p.; For the 1970 report, see SO 017 949;
for another related document, see SO 018 352.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PO4 Plus Postage.
Descriptors—Art, Art Activities, \*Artists, Asian
Americans, Blacks, Data Analysis, \*Ethnic
Groups, Ethnicity, \*Females, Hispanic Americans, \*Income, \*Minority Groups, National Surveys, Occupational Surveys, Research Projects, Research Reports
This report summarizes and compares data, es-

Research Reports
This report summarizes and compares data, extracted from U.S. Census Bureau reports, relating to
the numbers and relative earnings of artists from
different racial and ethnic backgrounds and for male
and female artists. Results indicate that Black and and female artists. Results indicate that Black and Hispanic workers are underrepresented in artist occupations in relation to their numbers in the civilian labor force. They also earn less than other artists, however, their earnings as artists are greater than their earnings in the general labor force. Those in the residual ethnic class of "others," principally Asian Americans, do relatively well in arts occupations, both in their numbers and in their earnings. The proportion of women workers in artist occupations rose from 25 to 38 percent during the 1970s. At the same time the proportion of women in the overall work force increased to 43 percent. The results indicate that artist occupations still lag behind the general labor force in women's participation but that the gap has been reduced. The relative earnings of women artists changed little between 1970 and that the gap has been reduced. The relative earnings of women artists changed little between 1970 and 1980. The median earnings of women artists in 1980 was 59 percent of the earnings obtained by men. Data are displayed in 10 tables. Additional and more extensive tables are contained in the appendices. They include: (1) artists' median earnings and ethnic distribution in the civilian labor force by occupation, sex, ethnicity, and weeks worked; (2) artists' age distribution by occupation, sex, and ethnicity; and (3) ethnic distribution of earnings by artist occupation and major industry. (JHP) artist occupation and major industry. (JHP)

ED 289 766

SO 018 362

DiMaggio, Paul
Managers of the Arts: Careers and Opinions
Senior Administrators of U.S. Art Museus
Symphony Orchestras, Resident Theaters, at
Local Arts Agencies. Research Division Rep

National Endowment for the Arts, Washington,

National Endowment for the Arts, Washington, DC. Research Div.
Report No.—ISBN-0-932020-50-X
Pub Date—Sep 87
Grant—NEA-02-4050-001
Note—102p.
Available from—National Book Network, Inc.,
4720A Boston Way, Lanham, MD 20706.
Pub Type—Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administrator, Administrative Organization, \*Administrator Education, Agencies,
\*Art, Career Ladders, Careers, Especiation, Museums, Orchestras, \*Professional Development,
Professional Occupations, \*Rewards, Theaters,
Training Training

This survey report provides information on senior administrators in four types of arts organizations: resident theaters, art museums, symphony orchestras, and community arts agencies. It examines: (1) their backgrounds and careers; (2) the rewards they receive from their work; (3) their expectations about future employment; (4) their training and their evaluation of it; and (5) their professional participation and attitudes on a number of management and policy issues. The study found that most administrators came from relatively privileged social backgrounds and were notably well educated. Administrators were initially recruited into their fields from various sources, many entering their fields immediately after completing their formal education. Arts administration careers lack the formal structure of most professions. A lack of resources and other more sub-This survey report provides information on senior professions. A lack of resources and other more sub-jective rewards may lead to attrition among some directors and administrators. Administrators in all four fields believe their preparation could have been

much better. It appears that arts administration is a term that describes not a single profession, but a family of occupations, each with its own labor mar-ket. Arts organizations face challenges in recruiting and retaining talented administrators. (SM)

ED 289 767

Ellis, Diane C.
Artists by Place of Residence: 1980.
Wordworks, Brunswick, MD.
Spons Agency—National Endowmer
Washington, DC. Research Div.
Pub Date—Feb 87
Contract—NEA-DCA-86-19 ment for the Arts,

Note-714p.; For a related document, see SO 018 352.

352.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF04/PC29 Plus Postage.

Descriptors—\*Artists, Data Analysis, Data Interpretation, \*Geographic Distribution, \*Geographic Location, \*Migration, \*Place of
Residence, Population Distribution, Research
Projects, Research Reports, Residential Patterns,
Surveys

-Bureau of the Census, \*Resident Places

Survey
This report, based on data from the 1980 U.S. Bureau of the Census, examines the geographic locations of artists and summarizes the numbers of artists and their basic characteristics for each state and the major Standard Metropolitan Statistical Areas (SMSA). It also compares 1970 and 1980 populations of employed artists in each state and presents geographic movements of artists from 1975 to 1980, both regionally and into the major SMSAs. The data indicate that artists are concentrated in large metropolitan areas and that New York City and Los Angles are the major artist centers. Artists average one percent of the U.S. civilian labor force, or 1 out of every 96 workers in the United States. Thirty of every 96 workers in the United States. Thirty of every 96 workers in the United States. Thirty percent live in California or New York compared to 18 percent of the general U.S. population. California ranks first in arrist population, a position held by New York in 1970. Artists continue to move to the western and southern regions of the United States, shown in the increased migration figures from 1975 to 1980. Fifteen data tables are included. Appendices which make up the bulk of the report provide: (1) migration data by U.S. census geographic division, 1975-1980; (2) summary data on artists' residences for the states and principal SMSAs, 1980; and (3) artists' occupations and industrial classifications for the states and SMSAs. (JHP)

ED 289 768

SO 018 365

Ellis, Diane C.
The Distribution of Artists among Industrial Sec-

Wordworks, Brunswick, MD.
Spons Agency—National Endowment for the Arts,
Washington, DC. Research Div.
Pub Date—Dec 86

Grant-NEA-DCA-86-19.

Grant—NEA-DCA-80-19.
Note—44p.; For related document, see SO 018 352.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—4Artists, Comparative Analysis, Employment, \*Industry, Labor Force, National Surveys \*Occupations\*, Research Projects, Research reys, \*Occupations, Research Projects, Research Reports, \*Statistical Distributions, Surveys Identifiera-Bureau of the Census, Standard Indus-trial Classifications

In 1980 the civilian labor force included over one million artists. This report, based on data collected by the U.S. Bureau of the Census, contains a deby the U.S. Bureau of the Census, contains a de-tailed analysis of the distribution of those artists among various types of industries. Artists were as-signed to one of 230 detailed industry categories, based upon the 1972 Standard Industrial Classifica-tion System (SIC). In this document: (1) 12 broad industrial classifications are identified; (2) the 230 artist industry categories are grouped into 48 sec-tors; and (3) separate data are included for male and female artists. Comparative data are provided for the average number of both artists and non-artists who were employed in each of the 12 industrial groups during 1980. The results indicate that, while the entertainment and recreation industry had only one percent of the total U.S. employment, it ac-counted for 15 percent of the arts labor force. Art-ists were more likely to be associated with business services, professional services, and communications than others. They were less likely to be employed in: than others. They were less likely to be employed in:
(1) finance, insurance, and real estate industries; (2) public administration; (3) wholesale trade; (4) agriculture; and (5) forestry and mining. Sixteen tables are contained in the report. Appendices include sources of information, source data for rankings of industry by sex, and source data for types of work-places. (JHP)

SO 018 389

Johnson, Janice E. Sims Music in the Creative Lifestyles of the Elderly.

Note-138p.; Master's Thesis, Norfolk State University, VA.

versity, VA.

Pub Type— Dissertations/Theses - Masters Theses
(042) — Guides - Classroom - Teacher (052)

EDRS Pries - MF01/PO16 Plus Postage.

Descriptors— \*Lifelong Learning, \*Life Style, Models, \*Music, \*Music Activities, Music Education, Musicians, Music Teachers, Music Therapy, \*Older Adults, Research Projects, Research Reports, Teacher Education

Music activities for the elderly can stimulate creativity and help develop independence, self-confi-

music activities for the elderly can stimulate cra-ativity and help develop independence, self-confi-dence, and a sense of accomplishment. This study includes: (1) an attempt to learn the uses of music by and for older adults through an exploration of programs and activities that either have been or cur-rently are being implemented. (2) programs and activities that either have open or cur-rently are being implemented; (2) an examination of the need to develop more music programs that could be incorporated into the daily life styles of the elderly; and (3) an examination of the effect of these programs on the educational needs of future music teachers. This thesis attempts to dispel myths asso-ciated with older adult learning ability, memory, and self-concept and summarizes the importance of lifelong education. Formal and informal music programs, the role and activities of retired music edu grams, the role and activities of retired music educa-tors, and the continuing creativeness of specific elderly performers are examined in order to develop an understanding of older adult musical abilities. Model music programs are developed and each pro-gram's format contains a description of objectives, materials, activities, and teaching methods. Ratio-nale and procedures for program evaluation and guidelines for music educators are described. Cur-rently available resources are listed in an appendix. rently available resources are listed in an appendix, and a bibliography identifies 166 sources. (JHP)

SO 018 400

Ecurraz, Donald R.
A History of State Debt in North Dakota, Occasional Papers.
North Dakota Univ., Grand Forks. Bureau of Busi-

ness and Economic Research. Pub Date—Jun 87

Note-82p.

Note—82p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*Bond Issues, Credit (Finance), Data
Analysis, Economic Factors, \*Economic Research, \*Expenditures, Fiscal Capacity, Loan Repayment, Regional Characteristics, \*Step payment, Regional Characteristics, \*State Government, \*State History, State Programs, Ta-bles (Data), Taxes dentifiers—"North Dakota

Identifiers-

The history of state government debt in North Dakota can be divided into three 30-year periods which should be interpreted in terms of the political, social, and economic conditions of each period. The early statehood period of 1889-1918 began with the early statemout period of 1895-1910 organ with the use of debt to construct facilities necessary to carry out the normal functions of state government. Although total expenditures increased because of tremendous population growth, per capita expenditures declined significantly. During the second period (1910, 1940), populating continued. expenditures declined significantly. During the sec-ond period (1919-1949), population continued to grow but at a decreasing rate. Farmers' organiza-tions were successful in having laws passed to regu-late railroads, elevators, mills, and grain dealers. During the Depression years, debt grew, and North Dakota's bond rating was lowered. During World War II, state debt was reduced without undue strain on the taxpayer. The third period (1950-1978) saw prosperity and public construction. Data were analyzed and indicated: (1) regionalization of bond ratings and debt outstanding: (2) differences and similarities among economic variables within the North Central Region of the United States; (3) North Dakota in the North Central Region; and (4) determinants of the amount of state debt outstanding. Data analyses are appended. (SM)

ED 289 771 ates, Dona

SO 018 411

roving the Middle School Student's Attitude d Performance in History through Vocabular

Pub Date-86

Note—158p.; Ed.D. Practicum, Nova University. Pub Type— Dissertations/Theses - Practicum Pa-Pub Type — Dissertations/Theses - Pra pers (043) EDRS Price - MF01/PC07 Plus Postag

Descriptors—Educational Strategies, Grade 8, History Instruction, \*Middle Schools, \*Social Studies, Student Attitudes, Student Improvement, \*Student Motivation, \*Teaching Methods, United States History, \*Vocabulary Develop-ment, Word Study Skills

This practicum addressed the problem of eighth-grade U.S. history students who did not acquire nor retain the necessary course core vocabu-lary. This lack of vocabulary acquisition resulted in reduced student performance, lack of understand-ing, and a poor attitude. The goals were: (1) to inse the student's U.S. history core vocal level; (2) to use the students improved vocabulary level to enhance their understanding of course content and concepts; and (3) to improve the student's general attitude toward U.S. history as a result of general attitude toward U.S. history as a result of experiencing success in the classroom and on tests. In addressing these goals, a social studies vocabulary acquisition program was implemented based on the selection and blending of existing vocabulary acquisition techniques from four areas. These areas included games, discussions, context clues, and written exercises. All of the classes that participated in the program met the objectives of the practicum. Results indicated that a social studies vocabulary. Results indicated that a social studies vocabulary acquisition program improved the student's perfor-mance and attitude in history. (Author/SM)

ED 289 772

SO 018 494

Garson, G. David Reagan's Political Imagery on Arms Control and SDI: Content Analysis in Political Science Using Washington PressText. Pub Date—6 Sep 87

Note—28p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, September 3-6, 1987).
Pub Type—Reports—Research (143) — Speeches/-

Meeting Papers (150) Plus Postage.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computers, \*Content Analysis,
\*Databases, \*Disarmament, Evaluation Methods, Online Systems, Policy, Political Science, Social Science Research, Telecommunications, World

Identifiers—Reagan (Ronald), Shultz (George),
\*Strategic Defense Initiative, \*Washington Press-

Text
While President Reagan and Secretary of State
Shultz shared the same policy goals, content analysis shows substantial differences with regard to arms
control and the Strategic Defense Initiative (SDI),
not only between Reagan and Shultz, but also
among Reagan's roles as a political leader, as chief
executive, and as statesman to the world community Dalitical images are intimately linked to the nity. Political images are intimately linked to the definition of the issue and may have profound long-term impact. The use of content analysis in research on political imagery is useful as a supplement to conventional research methods focusing on ment to conventional research methods notcusing on policy arguments. Washington PressText is a com-puter readable database which provides the full text of White House and United States Department of State news releases, policy statements, background State news releases, poncy statements, oackground information, and comprehensive coverage of all major domestic and international news. This paper details how PressText may be accessed through DIALOG, and how the information captured may then be analyzed by a content analysis system for microcomputers (e.g., the software package Word-Cruncher). (AEM)

ED 289 773 SO 018 501 Community School Board Elections: A Social Studies Planning Guide, Grades 1-12. New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date -80

Note—17p. Available from—New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY

11201 (\$2.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—"Boards of Education, "Citizenship Education, Civics, "Elections, Elementary Secondary Education, Local Government, "Public Schools, School Districts, "Social Studies, Voter

Registration, Voting dentifiers—\*New York (New York)

Registration, Voting Identifiers—New York (New York)
Student involvement in the democratic process and understanding of the nature of public schools can be enhanced through the study of community school board elections. The materials in this instructional guide present basic information with related student learning activities to assist teachers in planning an election mini-unit. The unit may be handled as current affairs or related to social studies topics. Basic information and student activities cover the following topics: (1) "What is a community school district?" (2) "How does the community school district?" (2) "How does the community school district?" (2) "Who are worse to become a candidate?" (6) "Whore do people vote?" (7) "How does a person vote?" and (8) "How are votes counted in proportional representation?" Culminating activities include making posters, organizing a school casay contest, preparing bulletin boards and achool booklets, and writing letters to newspapers. Outline maps of the New York School City Board districts by borough are attached. (SM)

ED 289 774

Riley, Olive L. And Others
Art in the Elementary Schools: A Manual for
Teachers, Curriculum Bulletin Number Eight.
1963-1964 Serial.

New York City-Board of Education, Brooklyn, N.Y.
Report No.—ISBN-88315-450-1
Pub Date—64

Note—175p.; Reprinted in 1986.
Available from—New York City Board of Education, Division of Curriculum and Instruction, 131
Livingston Street, Room 613, Brooklyn, NY
11201 (88-50).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF61 Plus Postage, PC Not Available from EDRS. ED 289 774 SO 018 503

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.

Descriptors— Art Adjivities, Art Appreciation, Art Education, Art Materials, \*Creative Art, Creativity, Curriculum Development, Elementary Education, Experiential Learning, \*Extracursiculur Activities

tary Education, agreemental Learning, "Extracur-ricular Activities."

This manuals intended to help elementary teach-ers: (1) recognize and achieve the objectives of the art program; (2) organize the classroom (including the equipment, art materials, and tools) to provide an atmosphere conducive to congenial living, and efficient working and learning; (3) plan painting, drawing, and craft activities so that children grow in assisfaction convectore, and appreciation; (4) recdrawing, and craft activities so that children grow in satisfaction, competence, and appreciation; (4) recognize child growth in diversified creative art activities; and (5) understand how and when art activities can best be related to other curriculum areas. Specific chapter titles are "Introduction: The Art Program"; "Painting"; "Drawing"; "Modeling with Clay"; "Making Posters"; "Working with Paper"; "Using Cloth and Trimmings, Yarns and Fibers"; "Building with Blocks"; "Constructing with Wood and Other Materials"; "Puppets and Puppetry"; and "Developmental Stages in Art Activities." Nearly 50 references are cited. (AEM)

SO 018 504 ED 289 775

REAL 289 775 SO 018 504

Pollard. Barbara: And Others

The Interrelationship of the Arts: A Course in Aesthetic Criticism and Appreciation. Experimental Carriculum Bulletin.

New York City Board of Education, Brooklyn, N.Y.

Div. of Educational Planning and Support.

Pub Date—Sep 78

Note—45n.

Note 45p.

Available from—New York City, Board of Educa-tion, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201

Pub Type— Guides - Clasaroom - Teacher (052) EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

able from EDRS.
Descriptors—"Acsthetic Education, "Art Activities, "Art Appreciation, "Art Education, Art History, Art Materials, Grade 9, Grade 10, Instructional Materials, Secondary Education
This course outline, intended for ninth and/or tenth grade students, is designed to: (1) help students develop evaluative criteria for various art forms; (2) become aware of the interrelationships of the arts, and (3) realize that all art forms are part of the individual's attempt to reflect upon and interpret the world in which they live. In the section entitled "Introduction to the Arts," there are 14 lessons on the nature of art, 8 lessons on the skills necessary for creating art, and 10 lessons on the extent of interrelation between the arts. In the sec-

tion entitled "Art: A Mirror for Man," 48 lessons are devoted to a survey of the principles underlying the elements, characteristics, and expression of Classicism, Medievalism, the Renaissance, the Baroque, Romanticism, and Modernism with the objective of teaching students how these major movements have influenced artists. The section entitled "New Art Forms and A Re-evaluation of the Criteria for Judging Art," considers in 10 lessons the contributions of the camera, electronic music, concrete poetry, and happenings as theater to the concrete poetry, and happenings as theater to the world of art. A list of 29 suggested discography items and a 40-item bibliography are included.

ED 289 776 SO 018 540

Mease, Rosemary
A Handbook for Teaching United States Histor
to Elementary School Children Using Trad Pub Date-Jun 87

States History, War Identifiers—\*Trade Books

Identifiers—"Trade Books
The goal of this handbook is to introduce a way
of teaching history that will stimulate student interest and facilitate learning. Trade books, which include both fiction and nonfiction, provide a way to
supplement the use of the textbook and allow the
teacher to design a program that provides both
structure and the freedom to meet the child's individual needs and interests. The handbook includes
units which center on periods of U.S. history and
includes objectives, historical books' annotations,
and follow-up activities. Seventeen books listed in
the "American Indian Unit" provide a range of materials to further student understanding of the U.S.
Indian's heritage. The difficulties faced by early colonists and their lifestyle is depicted through 15
books in the "Colonial Life Unit." Knowledge of the
causes and consequences of the Revolutionary War books in the "Colonial Life Unit." Knowledge of the causes and consequences of the Revolutionary War is the focus of 17 books in the "American Revolution Unit." Understanding the magnitude of the Civil War and the slavery issue is the theme of 16 books in the "Civil War Unit." Frontier life and the books in the "Civil War Ünit." Frontier life and the reasons for the westward movement are described through 15 books in the "Westward Movement Unit." The causes of the world wars and the human side of war are highlighted in the 17 books in the "World Wars I and II Unit." A section which tells how to use trade books in the classroom is provided in the handbook. Each unit is provided with a list of objectives and descriptions of follow-up activities which draw on the arts, interviewing, role-playing, language games and logic, etc. Thirty-eight references are listed. (SM)

ED 289 777 SO 018 541 Demery, Marie The Pinch Pot Technique and Raku.

Pub Date—87
Note—17p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aesthetic Values, "Art Products,
"Ceramics, Cultural Background, Cultural Education, "Cultural Influences, Foreign Countries,
Global Approach, Religious Factors, "Sculpture
Identifiers—"Japanese Art, Japanese Culture,
"Raku, Zen Buddhism

Since the 16th century, the small Japanese raku tea bowl has reflected the merged cultural influ-ences of art, religion, and other countries on the art ences of art, religion, and other countries on the art of Japanese pottery. Artistically, the bow is a combination of ceramics (pinching) and sculpture (carving). The dictates of the Zen Buddhist tea masters determine its sculptural process and steps, which include the carving of the exterior body, the base or the foot, the undulating lip or rim, and the interior, with its elevated design center. Its form is the result of a preference for the asymmetricality of Korean peasant Ido wares (which reflected the Zen asthetic qualities of simplicity and roughness) over Chinese porcelain by Zen tea masters, the "pottery wars" during which Korean pottery and potters were transported to Japan, and the influence of various members of the Raku family. The Japanes pinch pot technique was transformed through the years into a unique ceramic process, producing the raku tea bowl, which continues to be produced by members of the Raku family. (AEM)

ED 289 778 Repetto, Robert
Population, Resources, Environment: An Uncertain Future.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date-Jul 87

Pub Date—Jul 87
Note—49p.; Photographs will not reproduce well.
Journal Cit—Population Bulletin; v42 n2 Jul 1987
Pub Type—Information Analyses (070) — Reports
- Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Depleted Resources, Developed Nations, Economic Progress,
Environment, Policy, \*Population Growth, \*Population Trends, Poverty Areas
Identifiers—\*Environmental Problems, Technological Change
The links between population growth, resource

ical Change
The links between population growth, resource
use, and environmental quality are too complex to
permit straightforward generalizations about causal
relationships. However, rapid population growth
has increased the number of poor people in developing countries, thus contributing to the degradation
of the environment and the renewable resources of
land, water, and nonhuman species on which humans depend. Demands of the rich industrial
countries have also generated environmental pressures; the developed nations have been foremost in
consumption of the nonrenewable resources of fossil
fuels, metals, and nonmetallic minerals. On the
other hand, population and economic growth have fuels, metals, and nonmetallic minerals. On the other hand, population and economic growth have also stimulated technological and management changes that help supply and use resources more effectively. Wide variations in the possible ultimate size of world population and accelerating technological change make future interrelationships of population, resources, and the environment uncertain as well as complex. But those interrelationships are mediated largely by sogramment policies. Responsiwell as complex. But those interrelationships are mediated largely by government policies. Responsible governments can bring about a sustainable balance in the population/resource/environment equation by adopting population and development policies that experience has shown could reduce future population numbers below the additional five billion projected by the United Nations for the close of the twenty-first century, coupled with proven management programs in both developing and developed countries that could brake and reverse the depletion and degradation of natural resources. Sixty-nine references and 12 tables are provided. (AEM)

ED 289 779 SO 018 568 re, Debo ah, Ed.

The Iowa Territory's 150th Birthday. Iowa State Historical Society, Iowa City. Pub Date—Sep 87

Note—33p.
Available from—State Historical Society of Iowa,
402 Iowa Avenue, Iowa City, IA (35.00).
Journal Cit—Goldfinch: Iowa History for Young

Journal Cit.—Goldfinch: Iowa History for Young People; v9 nl Sep 87
Pub Type.— Guides - Classroom - Learner (051) — Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors.—American Indian Literature, American Indians, Class Activities, Debate, Dramatic Play, Elementary Education, History Instruction, Instructional Materials, \*Social Studies, \*State History.

History Identifiers—\*Iowa, \*Pioneer Life

Identifiers—"lows, "Pioneer Life
The focus of this issue is to explore the lives of
pioneers who lived during the territorial period
(1838-1846). Articles and activities highlight various aspects of pioneer life. "Celebrate 150!" reviews
the settlement of the territory and the establishment
of a territorial government. Excerpts from actual
newspapers and books, published between 1836 and
1846, are contained in the "Goldfinch Territorial
Press," and a story intended to teach both students
and stalks what it means to be a part of the human Press," and a story intended to teach both students and adults what it means to be a part of the human race and a member of the Mesquakie tribe is told in "Mesquakie Folk Tales." The impressions of an early pioneer upon his arrival in the territory are portrayed in "A Beautiful Looking Prairie," and a study of the diaries of pioneer women in "Frontier Women" describes the day-to-day concerns of those early settlers. The settlement and growth of Davenport, lowa is told in "Early River Town." A six-act play based on true events dramatizes the border dispute between the territory of lowa and the State of Missouri. Pros and cons are provided for a student debate concerning the issue of lowa's state-hood in 1846. A final article discusses the relocation of Indian tribes. (SM)

ED 289 780

SO 018 581

Forguson, M. A. And Others

A Cognitive Model of the Effects of Linking
Political Referenda to Salient Social Issues: A

Lottery Will Fund Education, But Casinos Will

Cause Crime?

Pub Date—May 87.

Note—43p.; Paper presented at the Annual Meeting of the International Communication Association (Montreal, Canada, May 1987).

Pub Type—Reports - Research (143) — Speeches/-Martine Papers (150).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Crime, "Educational Finance, Financial Support, "Political Issues, School Funds, "Social Problems, Social Science Research, State Aid, State Programs
Identifiers—"Lottery, "Referendums, Voters
Contrasting a party identification model with a rational decision making model, a cognitive model predicts voter intent on two referends: (1) an amendment to permit a state lottery: and (2) an

predicts voter intent on two referends: (1) an amendment to permit a state lottery; and (2) an amendment to permit residents of each county to vote on whether to permit casino gambling. Supporters of the lottery amendment attempt to strongly link it to a highly salient social issue, such as the funding of education. Opponents of the casino amendment attempt to link it to the highly salient issue of crime. The party identification model predicts that voters will follow party cues in their support or opposition to each of the amendments. The cognitive linking model predicts that those voters who link the amendments to salient social issues will be more likely to support the lottery amendment and oppose the casino amendment than will those voters who do not make these links. An integrated processing model suggests, in the abthan will those voters who do not make these links. An integrated processing model suggests, in the absence of these links, that the voter is likely to adopt the rational choice perspective and consistently support or oppose both amendments because they are a form of gambling based on the voter's previous rational choices. No support is found for party identification as predicting voter choice. Support is found for the cognitive linking model, and the rational choice model predicts the voting intent of about 79 percent of those who do not make the cognitive links between the referenda and the other salient social issues. (AEM)

ED 289 781 SO 018 607

ED 289 781 SO 018 607
Senen Gonzalez, Silvia N. de
Formacion de Formadores: Experiencias inatituscionales en Planeamiento y Administracion de la
Educacion. (The Formation of Educational Planners: Iastitutional Experiences in Planning and
Administration for Education.
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the

Caribbean. Pub Date-Jul 87

Note—91p. Language—Spanish Pub Type— Opinion Papers (120) — Reports - De-

Language—Spanish
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MP01/PC04 Plus Postage.
Descriptors—\*Administrators, Cooperative Planning, Cooperative Programs, Curriculum Development, Educational Assessment, Educational Cooperation, Educational Assessment, Educational Improvement, Educational Needs, Educational Objectives, \*Educational Renders, \*Educational Policy, Foreign Countries, Higher Education, National Programs, \*Needs Assessment, \*Policy Formation, Program Development, \*Program Evaluation, \*Universities Udentifiers—Argentinas, Brazil, Chile, Colombia, Costa Rics, Mexico, Venezuela Information collected from interviews with 15 ministers of education and 30 program directors and researchers at 18 universities in Venezuela, Costa Rica, Chile, Mexico, Colombia, Brazil, and Argentina is used to study academic programs which prepare persons to be educational planners and administrators. Section one describes background information, institutional and program characteristics, staffing, program evaluations, and future expectations of the institutional programs. Section two reports on conclusions of the study in terms of the necessity for educational programs, objectives, programs' contents, students, themes, changes, resources, graduates, and the relationship of a

university to a national planning office. Section three includes recommendations and proposals. Conclusions suggest serious deficiencies in educational planning and administration programs because of reduction in funding and lack of adequate financial sources. The United Nations Educational, manacial sources. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) encourages interchange and cooperation among these countries to: (1) increase the quality of education for planners and administrators; and (2) develop new models of planning and administration management that are more flexible and democratic. Appendices present educational program information by country, by persons interviewed and intion by country, by persons interviewed, and in-cludes the questionnaire. (JHP)

ED 289 782 SO 018 608 ED 289 782

SO 018 608

Seminario Regional para el Desarrollo de Materiales Educativos para la Pax (San Jose, Costa Rica, 27-31 de octubre de 1986). Informe Final (Regional Seminar for the Development of Educational Materials on the Theme of Pence-San Jose, Costa Rica, October 27-31, 1986. Final Report).

United Nations Educational, Scientific, and Cultural Octains Santing (Chila) Resional Officerial Company (Chila) (Chila) Resional Officerial Company (Chila) (C

tural Organization, Santiago (Chile). Regional Office for Education in Latin America and the

Pub Date-Aug 87

Pub Date—Aug 87

Note—39p.

Language—Spanish

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Class Activities, Content Analysis,

Course Content. \*Curriculum Development, Curriculum Evaluation, Instructional Development,

Instructional Materials, \*Material Development,

1\*\*Peace, Seminars, \*Teacher Education

4\*\*Peace, Seminars, \*Teacher Education

4\*\*Longiners—Argentina, Bolivia, Brazil, Chile, Co
Lientifiers—Argentina, Bolivia, Boliv

"Peace, Seminars, "Teacher Education
Identifiers—Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Mexico, "Peace Education, Venezuela
In conjunction with United Nations Educational,
Scientific, and Cultural Organization's 40th anniversary, 1986 was named the International Year of
Peace. During 1986, UNESCO selected the theme
"peace" as an education project to be undertaken in
Argentina, Bolivia, Brazil, Chile, Colombia, Costa
Rica, Ecuador, Guatemala, Honduras, Mexico, and
Venezuela. The development of educational materials that would seek to emphasize new methods of
teaching about peace, while emphasizing each country's economic, social, political, and cultural uniqueness, was stressed. Materials were produced by each
country and a conference was convened to: (1) incountry and a conference was convened to: (1) investigate, develop, apply, and evaluate the sug-gested materials and teaching methods; (2) improve teachers' knowledge and skills in relation to peace activities; and (3) stimulate peace awareness through specific daily activities. Results of the peace projects indicate an increased awareness of and interest in peace education and a desire to exchange materials, ideas, and teaching methods. Recommendations for future activities are described, and appendices include the conference program, participant list, and welcoming speeches. (JHP)

ED 289 783 SO 018 609

EIJ 289 783 SO 018 609
Consulta regional sobre investigacion en educacion y toma de decisiones en America Latina: Informe final (Lima, Peru, 11-15 de mayo de 1987) (Regional Meeting on Research in Education and Decision Making in Latin America: Final Report [Lima, Peru, May 11-15, 1987]).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

Pub Date-Jun 87 Note-97p.

Note—97p.

Language—Spanish

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Decision Making, Educational Administration, Educational Planning, Educational Policy, "Educational Research, Foreign Countries, Research Projects Identifiers—"Caribbean, "Latin America This report presents the highlights of a United Nations Educational, Scientific, and Cultural Organization (IUNESCO) conference that was convenigation of the Conference of the was convenience of the Conference of the was convenience of the Conference of t

nization (UNESCO) conference that was convene to give impetus to and encourage research programs, to analyze research policy formation, and to establish research priorities in the field of educational planning and administration. The document includes a description of the development and re-sults of a questionnaire designed to obtain informa-

tion on educational decision making, policy, and research in Latin American and Caribbean countries. Part 1 describes the conference format countries. Part 1 describes the conterence formas and program. Part 2 presents participant countries' national educational research efforts and experiences, and part 3 discusses the principal conference conclusions and recommendations. Appendices include: (1) a list of participating countries and participants; (2) a list of the presented papers; (3) three searches delivered as the opening season; and the speeches delivered at the opening session; at the conference agenda. (JHP)

SO 018 638

Oswald, James M. Vegetarian Footwear. Pub Date—[87]

Pub Date—[87]
Note—16p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Consumer Education, Leather, Podiatry, Practical Arts, Purchasing, Safety
Identifiers—"Shoes, Vegetarianism
Aithough going barefoot is the easiest way for a
vegetarian to deal with the problem of footwear, it
is an impractical solution for those who are faced
with harsh weather conditions. There are many nonleather, natural, and synthetic man-made material leather, natural, and synthetic man-made material sandals, boots, and shoes. For the person who needs sandals, boots, and shoes. For the person who needs foot protection, there is a company that has designed a boot that costs one-half its leather counterpart with twice the durability. The footwear needs of an individual who works in a contemporary business or office setting can be met by a canvas and rubber shoe that performs excellently and looks good at one-sixth the cost of its leather counterpart. A more widely available shoe for less formal purposes is the onen weave, mesh too shoe, which poses is the open weave, mesh top shoe, which comes in three colors and is practical in terms of wearability, style, and cost. Sandals are internationwearannity, styic, and cost. sanoas are internation-ally popular, simple, inexpensive, and cool in hot climates. There are many varieties of sandal, from synthetic rope soles and straps, tire-tread soled san-dals, Japanese wooden sandals, which are relatively easy to make, to the form-fitting wooden sandals of India which are more difficult to construct. Also in India which are more difficult to construct. Also in vegetarian India there are water buffalo hide sandals, the leather for which is obtained from animals that died naturally because of age or disease. Other popular styles are plastic Chinese sandals, thongs, and garden togs. The Mongolian felt footwear is warm and practical if worn indoors or inside other shoes meant to be worn outdoors. (AEM)

ED 289 785 SO 018 642

Clavner, Jerry B. Clavner, Catherine Motivating the Potential Social Worker. Pub Date—17 Oct 87

Pub Date—17 Oct of Note—16p.; Paper presented at the Meeting of the Ohio College Association of Social Work Educators (October 17, 1987).

tors (October 17, 1987).
Pub Type- Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agencies, Business Education, Curriculum Development, Educational Needs, Financial Support, Higher Education, Marketing,
"Motivation, "Skill Development, "Social Work,
"Social Workers, Urban Studies, Vocational Adinstruct. "Vocational Education"

justment, \*Vocational Education, octational representation of the theory and practice of social services, social welfare, and social work. However, instead of the major rare, and social work riowever, instead or the major educational modifications necessary to accompany these changes, minor curriculum changes have taken place. The need to modify education pro-grams is severe at the undergraduate level, and assograms is severe at the undergraduate level, and asso-ciate and bachelor degrees need to be reflective of a more modern multi-faceted reality. Education must be provided in a manner that will maximize students' facility in adjusting to the realities of the workplace, and programs must be developed to per-mit increased vocational mobility, permit students to move from social work to allied fields, and allow others to move to social work from related areas.
The most glaring deficiencies in the programs have been in business related skill development. Students need to be able to understand how the agencies in need to be able to understand how the agencies in which they will work operate financially and where and how agencies obtain funding and should have enough business skills to prepare budgets for depart-ments and clients and write grants and proposals that include financial justification. In a society where there is competition among social service and allied health agencies, a basic understanding of mar-

keting is necessary for agencies to survive. A multi-tracked program which includes urban

community studies with a business emphasis, com-puter skills, and social services components has been developed for the two year associate degree program as both an applied and transferable pro-

SO 018 643

BD 289 780 SC 018 04 Mackenzie, Suzanne, Ed. Humanism and Geography. Papers Presented at the Annual Meeting of the Canadian Association of Geographers (Ottawa, Ontario, Canada, 1986), Carleton Geography Discussion Paper

Carleton Univ., Ottawa (Ontario). Dept. of Geogra-

rt No.-ISBN-0-7709-0202-2

Pub Date—80 Note—63p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Autobiographies, Christianity, \*Geography, \*Human Geography, \*Humanism, Language, Methods, Sciences, Semiotics, Social

dentifiers—Mental Models, Rationalism

Papers are included which focus on humanist ge-

Papers are included which rocus on numanist go-ography, specifically the theoretical, methodologi-cal, and empirical implications of humanist perspectives for the study of human-environmental relations and the implications of the concern for these relations for humanist theory, method, and questions. Individual foci, defined by each author of questions. Individual foci, defined by cauli authors, the included papers, are: (1) "Geography as a Humanist Enterprise" (Leonard Guelke), arguing the the credibility and the survival of geography as a scholarly discipline depends upon a clear disciplinary framework within which analysis can proceed; (2) "Problems with the New Humanism" (Edward ary framework within which analysis can proceed;
(2) "Problems with the New Humanism" (Edward Relph), arguing against a narrow rationalism, but also against uncritical acceptance of humanism; (3) "Humanist Geography: Some Unsystematic Critical Thoughts" (James Lemon), arguing against the concept of humanist geography because of its concern with language and method; (4) "Humanist Political Geography?" (David B. Knight), addressing political geography, combining autobiography and assessment of literature to explore the relation between humanist geographers and geographics; (5) "A Theological Perspective on Humanist Geography" (Iain Wallace), discussing Christian theology as a foundation for humanism, and the relation between this and other forms of humanism; (6) "Geographical Semiotics: A Bridge between Humanism and Science" (Elaine M. Bjorklund), suggesting semiotics as a bridge between humanism and science and discussing the processes by which human beings construct mental models; (7) "Humanism, Geography, and Language" (Audrey Kobayashi), arguing for the necessity of a theory of language to give geographical humanism political soundness, and (8) "Humanism as Science/Science in Humanism: Towards Integration in the Practice of Social Geography" (Robin A. Kearns), addressing the bridging of science and related concepts: "Human Environment" (Suzanne Mackenzie). References accompany most of the papers. (AEM)

Friend, Audrey J. Thompson, Karen A World of Fiction: Global Insights in Fictional

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date-[87]

Pub Date—[87]
Note—31p.; Project derived from the Global Studies Institute (Sturbridge, MA, July, 1986). Document contains faint, broken print.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Adolescent Literature, "Cross Cultural Studies, "Geographic Concepts, Geographic Location, "Geography Instruction, Global Approach, Instructional Materials, Junior High Schools, Learning Activities, Map Skills, Middle Schools, Reading Skills, "Social Studies, Writing Skills Skilla

Identifiers-Contemporary Literature, Historical

Identifiers—Contemporary Literature, Historical Fiction
Expanding student knowledge of basic geographic concepts through fictional literature is the goal of this instructional guide. During a 2-week Global Studies Institute, held at Sturbridge, Massachusetts, teachers and librarians selected motivational books of contemporary and historical literature appropriate to middle school students and developed in-

structional activities to teach basic geographic concepts. The following criteria were used to select 10 books: (1) the geographic or historic elements; (2) the appeal of the characters to middle achools stuthe appeal of the characters to middle achools students; and (3) the literary quality of the fictional work. In each book, physical and/or cultural geography was to be a key factor influencing the story. The activities are designed to teach five basic geographic concepts: (1) climate; (2) economic situations; (3) physical features and distances; (4) cultural patterns; and (5) historical backgrounds. Skill development activities emphasize map reading, reading, and writing skills. (SM)

ED 289 788 SO 018 660 Brouch, Virginia M., Ed. Funk, Fanchon F., Ed. Applesseds: For Beginning Art Teachers.
National Art Education Association, Reston, Va. Pub Date -87

Note—46p.

Available from—National Art Education Association, 1916 Association Drive, Reston, VA 22091.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage, PC Not Available of the Company o

DRS Price - MPOI Plus Postage. PC Not Available from EDRS.
Descriptors—"Art Appreciation, "Art Education, Art Materials, "Art Teachers, "Classroom Techniques, Discipline, Discipline Problems, Educational Objectives, Educational Resources, Field Trips, Lesson Plans, Student Motivation, Teacher Responsibility, "Teaching Methods, Teaching Student

This booklet contains contributions from experienced art teachers to introduce beginning art teachers to the field. Sections are titled (1) "Plan Plot Scheme," stressing the importance of a flexible leaers to the field. Sections are titled (1) "Plan Plot Scheme," stressing the importance of a flexible lesson plan; (2) "Discipline," providing insights into how and when to take disciplinary actions; (3) "Exhibit," stressing the potential value of exhibiting student art work; (4) "Advertise Art." discussing several ways to motivate others with regard to art programs; (5) "Routines," discussing the importance of having daily classroom routines and suggesting some that have been useful to others; (6) "Recognize," showing that art teachers need to be able to recognize a variety of things in young learnable to recognize a variety of things in young learnable to recognize a variety of things in young learn-ers and that these learners profit from recognition; (7) "Personality," discussing different outlooks and methods that should be maintained by teachers; (8) "Responsibility," defining some roles of art teach-ers; (9) "Goals," presenting possible goals of art teachers and ways to achieve them; (10) "Composi-tion" its able to the properties of the decimal stress." teachers and ways to achieve them; (10) "Composi-tion," stressing the importance of introducing stu-dents to many mediums and methods; (11) "Field Trips," stressing their importance and suggesting ideas for some; (12) "Evaluation," discussing differ-ent aspects of evaluation of the teacher and the stu-dent; (13) "Resources and Inspirations," giving the personal feelings of a few instructors; (14) "Nit-ty-Gritty Real Stuff," suggesting innovative materi-als, where to find them, and how to use them; and (15) "Hard Times," showing that art teachers face difficulties but prevail. (AEM)

ED 289 789 SO 018 666

son. Charlotte C. How Fares Law-Related Education?
National Association of Secondary School Principals, Reston, Va. Pub Date—5 May 87

Note—14p. Available from vailable from—National Association of Second-ary School Principals, 1904 Association Drive, Reston, VA 22091 (\$1.00).

Journal Cit—Curriculum Report; v16 n5 May 1987
Pub Type— Reports - General (140)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS,
Descriptors—\*Curriculum Development, Educational

able from EDRS.
Descriptors—"Curriculum Development, Educational Strategies, Information Sources, "Instructional Effectiveness," Law Related Education, Outcomes of Education, Secondary Education, "Social Studies, "Student Attitudes, Student Behavior, Student Participation, Teaching Methods This document examines the state of the law-related education (LRE) movement, which began about 25 years ago with the efforts of teachers and lawyers who wanted to give greater attention to the Constitution and the Bill of Rights. Descriptions are given of 10 successful high school LRE programs and 5 supportive national organizations. A 3-year study (conduted by the Social Science Education Consortium and the Center for Action Research) that measured law related education's (LRE) impact on students indicated that students who participate in quality LRE programs are less likely than their

peers to be truant, smoke marijuana, cheat on testa, and commit felony acts. Their attitudes toward school and police are more favorable, and they tend to avoid contact with delinquent fellow-students. Instructional characteristics that contribute to "quality" LRE programs include: (1) adequate preparation and use of outside resource persons; (2) clearly stated learning objectives and sufficient interfor instruction; (3) judicious use of illustrative material and management of controvers. (A) active related from the program of the program o for instruction; (3) judicious use of illustrative material and management of controversy; (4) active participation by students; (5) involvement of building administrators; and (6) professional peer support for teachers. Other evidence indicating the importance of law related education on the curriculum include such facts as: (1) textbook publishers are developing LRE materials; (2) a recent study by Carole Hahn shows that the subject most frequently being added to the social studies program was LRE; and (3) many junior and senior high schools give enthusiastic testimony about the outcomes of the law related classes. The report concludes with a listing of state sources for materials and information for teaching LRE. (SM)

ED 289 790 Lee, David SO 018 667

Women and Geography, 1987: A Bibliography. Pub Date—87

Note—8p.; An update of "Women and Geography: A Bibliography" (1982) (ED 252 480). Available from—David Lee, Department of Geography, Florida Atlantic University, Boca Raton, FL 33431.

Pub Type— Reference Materials - Bibliographies (131)

(131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Employed Women, Foreign
Countries, \*Geography, Geography Instruction,
Human Geography, Map Skills, Reference Materials, Social Environment, Social Science Research, \*Social Studies, \*Womens Studies
Identifiers—Mexico, Taiwan
This annotated bibliography contains over 60 sources for the study of women. Listings include papers presented at professional geographers associations and articles appearing in professional journals. Resources provide a geographic perspective on various women-related topics such as the status of women in the United States and other geographic regions, women's standing in the geography profession, and women's employment, housing, and safety. Resources are also listed for teaching geography and map skills. (SM)

ED 289 791 SO 018 668 Studies Grade 12). Tentative Syllabus.

New York State Education Dept., Albany. Bureau

Curriculum Development

Pub Date-87

Pub Date—57
Note—77p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Curriculum Development, "Decision
Making, "Economics, "Economics Education,
Educational Change, Educational Objectives,
Cond. 12 Secondary Education, Skill Develop-Grade 12, Secondary Education, Skill Development, \*Social Studies

ment, "Social Studies Meant to be used by school district administrators and teachers, this syllabus for New York State schools includes the chapters: (1) "Introduction: How To Use the Social Studies Syllabus, 7-12"; (2) "Goals of the Board of Regents for Elementary and Secondary Education in New York State"; (3) "Overall Goals of the Social Studies Program, 7-12"; (4) "The 7-12 Social Studies Program, Regents Goals"; (5) "Social Studies Program, Form of the Syllabus for Economics and Economic Decision Making"; (7) "Objectives for Grade 12: Economics and Economic Decision Making"; (6) "Introduction to the Syllabus for Economic Decision Making"; (7) "Objectives for Grade 12: Economics and Economic Decision Making"; (7) "How Syllabus for Beachers of the Syllabus; (8) Grade 12: Economics and Economic Decision Making," describing the format of the syllabus; (8) "Unit One: Introduction to Economics and Economic Systems," with lessons explaining reasons for the atudy of economics, how economic systems have developed and dealt with the basic economic questions, and the laws of supply and demand; (9) "Unit Two: Elements of the Economy (Microeconomics)," explaining the roles of the consumer, business and profits, labor and wages, agriculture, and government in the economy; (10) "Unit Three: Bringing the Economic System Together (Macroeconomics)," teaching how the various components of the economy work together in the total economic incture; and (11) "Unit Four: The United States and the World Economy," teaching why nations trade, the benefits and problems created by trade, and the

major companies of the world economy. Each unit major companies or the words economy. Data unit contains a statement of objectives, an outline of its content, the major ideas, and model activities. The appendix provides guidance on working with stu-dents with handicapping conditions. (AEM)

SO 018 684

A Society without a "State"? Political Organiza-tion, Social Conflict, and Welfare Provision in the United States. Pub Date—29 Sep 87 Note. 38-Skocpol, Theda A Society with

Pub Date—29 Sep 87

Note—38p; Paper presented at the Institute on Foreign Perspectives on the U.S. Constitution (Racine, WI, September 29, 1987).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—\*Constitutional History, Constitutional Law, \*Federal Government, Government Role, \*Political Science, \*Public Policy, Sociology \*Welfare Services. \*Welfare Services

tifiers-\*Social Security, Social Security Act Identifiers—"Social Security, Social Security Act
The programmatic structure and modes of implementation of U.S. social provisions must be understood in order to gain insight into social programs
in the United States. National standards have not
been established for public benefits and "social security" has remained firmly separated, both institutionally and symbolically, from "welfare." Many
federal measures are undertaken to further the
well-being of broad sectors of the populace, includsederal measures are undertaken to intheir the well-being of broad sectors of the populace, includ-ing middle-strata employees and small property owners, without carrying the explicit label of "wel-fare" or "social policy." Comparative historical studies of modern welfare states show that vulnerastudies of modern wettare states snow that vunera-ble groups do best when bureaucrast and national political parties work together to build universal sys-tems of public social provisions, stretching from the upper middle classes to the poorest. The U.S. struc-tures have never allowed such forces to shape social tures nave never allowed such forces to snape social policies. Instead, from the 19th century to the pres-ent, U.S. political arrangements have facilitated ef-forts to provide generous social policies for those in the U.S. majority who can help themselves and strong doses of "rugged individualism" for the mi-norities who cannot. (SM)

ED 289 793 SO 018 686 Sanchez, Toni

wn II: Building a New World.

Pub Date-87 Note-15p.; Document contains broken dot matrix

Note—15p.; Document contains broken dot matrix print.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Colonial History (United States),
Conflict Resolution, Creative Thinking, Critical Thinking, Decision Making Skills, Futures (of Society), Instructional Materials, Learning Activities, Learning Strategies, "Science Fiction, Secondary Education, "Simulation, "Social Studies, Values, Writing Skills

This simulation uses a science fiction setting to capture the unparalled adventure, danger, and uncertainty of the colonization period in United States history. The simulation can be done in small groups

capture the unparalled adventure, danger, and uncratainty of the colonization period in United States
history. The simulation can be done in small groups
or individually, and value judgments affect the outcome of the simulation. The premise of the simulation is that due to overpopulation, starvation, and
pestilence, the United States has decided to experiment with building a space colony on Mars, tentatively dubbed "Jamestown II." The simulation is
composed of eight basic problems. The four considered before the trip are to: (1) submit a blueprint and
cost estimates of the proposed colony within the
given area; (2) determine the jobs and requisite skills
for the 500 colonists; (3) decide which essential
supplies must be taken on the initial trip; and (4)
propose laws or rules for governing the colony. The
four problems considered after colonization are to:
(1) write a speech to address questions posed by 200
diagruntled colonists who want to return to earth;
(2) decide what action should be taken against two
saboteurs; (3) convince the inhabitants of Mars that
the colonists mean them no harm; and (4) write a
report to the President of the United States evaluating the success or failure of the colony and recommending whether other colonies should be built. A
schedule for the simulation is appended. (SM)

ED 289 794.

ED 289 794 SO 018 6
The Mini-Economy: Integrating Economics Introduced the Elementary Carriculum.
Indiana State Dept. of Education, Indianapolis.
Pub Date—Jun 86 SO 018 690 Note—82p.; Photographs will not reproduce well. Available from—Indiana Dept. of Education, OSA, Room 229 State House, Indianapolis, IN 46204 (34.00 each; over 25, 53.50 ench).

(34.00 each; over 25, \$3.50 each).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—\*Economics Education, Elementary
Education, \*Elementary School Curriculum, Experiential Learning, Instructional Materials,
Learning Activities, 'Simulation, 'Social Studies
The focus of this guide is to simulate real world economic activity in the classroom by using a form of economics instruction called a "mini-economy." of economics instruction called a "mini-economy." In a mini-economy, students earn play money in a variety of ways and spend it at a class store or class auction. Students apply for classroom jobs, run businesses, pay taxes, buy rental properties, and make investments. Chapter one of the guide deals with the effectiveness of using the mini-economy in economics instruction. Chapter two presents steps for establishing the mini-economy, such as: (1) designing the classroom money; (2) determining what items and privileges the money will buy; (3) determining how to distribute items and class privileges; and (4) deciding how students will earn the money. After the mini-economy has been established, chapter three illustrates ways of expanding it, such as establishing illustrates ways of expanding it, such as establishing banks, insurance companies, and real estate compa-nies. Chapter four deals with concerns that teachers mes. Chapter four oeass with concerns tast teatners may have about carrying out economic activities in the classroom. Resources for implementing the mini-economy are: (1) a 12-item bibliography of curriculum material; (2) a glossary of economic terms; (3) suggested models for inservice; and (4) reproducible mini-economy aids. (SM)

ED 289 795 SO 018 705 Carson, Terrance R., Ed. Gideonse, Hendrik D.,

Peace Education and the Task for Peace Educators.

A World Council for Curriculum and Instruction

Monograph, World Council for Curriculum and Instruction, Bloomington, IN.

Pub Date-87

Pub Date—87

Note—106p.

Available from—World Council for Curriculum and Instruction, School of Education, Biloomington, IN 47405 (\$7.95 plus \$1.00 postage).

Pub Type—Guides - Classroom - Teacher (052) — Books (010) — Collected Works - General (020) Ducument Net Available from EDRS.

Descriptors—\*Citizenship Education, \*Conflict Resolution, Curriculum Development, Elementary Secondary Education, Ferninism, Foreign Countries, Higher Education, International Education, \*Peace. Worners Studies.\* \*World Probeation.\*\* cation, \*Peace, Womens Studies, \*World Prob-

Identifiers-Peace Education, Philippines

Identifiers—\*Peace Education, Philippines
The development of informed citizens who are
dedicated to maintaining the public good through
wise action is the goal of peace education. Ten articles in this document discuss the various issues surrounding peace education. The first two articles, by
Ken Osborne and Nigel Young, set an historical and
conceptual framework for the field of peace education. Robin Burns speaks of the challenge that peace
education presents for conventional school organizations and curricultum. Virginis Cawagas writes of
the recent events in the Philippines and of the role
played by educators in bringing about political
change. Jaime Diaz analyzes peace education in the
context of both direct and structural violence. Birgit
Brock-Utne directs the reader's attention to the hiscontext of both direct and structural violence. Birgit Brock-Utne directs the reader's attention to the historical and contemporary problems of structural violence experienced by women. Two articles by Middred Masheder and Lennart Vriens focus on the world of children, and encourages parents and elementary school teachers to focus on peace education from the child's perspective. The final two articles, by John Hurst and Peter Scott, seek to develop a pedagogy for university peace education programs. Peace education goals are not modest and the a peace educator's task is not a small one. (SM)

ED 289 796 O'Reilly, Kevin Splaine, John Critical Viewing: Stimulant to Critical Thinking. Pub Date—87

e-106p.; For the teacher's guide, see SO 018 719.

719.
Available from—Critical Thinking Press, 775 Bay
Road, South Hamilton, MA 01982.
Pub Type—Guides - Classroom - Teacher (052) —
Opinion Papers (120)
EDRS Price - MP01 Pius Postage. PC Not Avail-

able from EDRS.

Descriptors—Advertising, Athletics, \*Concept Formation, \*Critical Thinking, Documentaries, Films, Media Research, Models, Persuasive Dis-

Films, Media Research, Models, Persuasive Dis-course, Politics, Programing (Broadcast), \*Skill Development, Television Identifiers—Docudramas, Television News This document is intended to improve the critical viewing skills and increase the understanding and appreciation of what is viewed. Included are the chapters: (1) "Critical Thinking: The Parts of an Argument" intended to develon a process to help a Argument," intended to develop a process to help a person judge arguments in what is read, seen, and heard; (2) "Critical Viewing: Concepts, Skills, and Models "Fountier and State of Models," focusing on the critical viewing concepts and skills needed to construct truth from the partial information depicted on television and providing models to help analyze the various television pro-gram types; (3) "Television News," providing activgram types; (3) "Television News," providing activities to teach about necessary considerations to make when viewing the television news; (4) "Politics and the Media," discussing speeches, interviews, campaign ads, and debates as types of political communication and the effects of the various media on them; (5) "Documentaries, Documenta on Films," examining how each medium conveys important public issues; and (6) "Advertising, Entertainment Programs, and Sports," focusing these media and reactions to them. A summary. on these media and reactions to them. A summary, an 85-item annotated bibliography, and a glossary are included. Student exercises are included in the chapters. (AEM)

ED 289 797 SO 018 719 O'Reilly, Kevin Splaine, John.
Critical Viewing: Stimulant to Critical Thinking.
Tescher's Guide.
Pub Date—87

Note—34p.; For the student guide, see SO 018 718. Available from—Critical Thinking Press, 775 Bay Road, South Hamilton, MA 01982. Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.
Descriptors—Cognitive Processes, "Critical Thinking, Instructional Effectiveness, Learning Activities, "Learning Strategies, Secondary Education, "Social Studies, Teaching Methods, "Television

The purpose of this guide is to implement the teaching of "Critical Viewing: Stimulant to Critical Thinking," a guide for students. Part one of the guide is an overview of the organization, methodologies, and evaluation procedures used in "Critical Viewing." Suggestions and activities for teaching the six chapters in "Critical Viewing" are given in part two. These include: (1) methods for introducing students to the parts of an argument and identifying and evaluating evidence; (2) teaching suggestions for critical television viewing by students; (3) teaching strategies for student analysis of political speeches and debates; and (4) teaching methods for student evaluation of documentaries, advertising, and entertainment programs. The activities in part three may be appropriate for projects or research papers. They are designed for watching broadcast television, cable television, and programs on video guide is an overview of the organization, methodolpapers. Iney are designed for watching broadcast television, cable television, and programs on video cassette recorders and for watching films in movie theatres. The questions on cable television are designed to highlight the possible differences between broadcast and cable television. Part four is a guide to video resources. (SM)

ED 289 798 SO 018 721

Johnson, Eric S. Value Added: A Case Study of a Geography Course. Pub Date-[87]

Note—5p.
Pub Type— Reports - Research (143)
EDRS Price - MFDI/POII Plus Postage.
Descriptors—Climate, Geography, Geography Instruction, Higher Education, \*Pretests Posttests, \*Program Evaluation, Social Studies, \*Testing, Testing Problems, \*Weather Identifiers—Value Added Testing In recent years, assessment of what is actually learned or accomplished in a college career has agained increasing attention. An instructor, of a

learned or accomplished in a college career has gained increasing attention. An instructor of a weather and climate geography course at Illinois State University constructed a 25-question multiple choice test in order to develop a method of assessing what his students learned during the course. The tests were administered to each section of the course on the first day of classes and again on the last day of classes. Because not all students who ultimately enrolled were present on the first day and

not everyone bothered to attend on the last day, out of a possible 396 students, only 143 took both the pre-test and the post-test. For the pre-test, the mean was 23.6, illustrating little knowledge of weather and climate. For the post-test the mean was 43.5. Before-and-after testing may prove the worth of a course or program, but there are problems. Due to enrollment procedures used at many universities, it will always be difficult to test everyone. The second problem is student motivation in taking such tests. At the present time, the test scores are not considered in a student's grade; thus there is no real motivation. ered in a student's grade; thus there is no real moti-vation to do well on them. (SM)

SO 018 722 Bicentennial Booklet of Teaching Ideas.
Kentucky State Dept. of Education, Frankfort.
Pub Date—[86]

Pub Date—[86]
Note—49p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Art Activities, \*Constitutional History, \*Constitutional Law, Educational Games, Educational Resources, Elementary Secondary Education, History Instruction, Instructional Instructional Materials, Learning Activities, Puzzles, Simulation, \*Social Studies, State History, \*United States Government (Course), \*United States History Identifiers—\*Bicentennial, Kentucky, \*United States Constitution

States Constitution Ideas for celebrating the U.S. Constitution in the classroom, on a schoolwide basis, or in the community are presented in this guide. Classroom activities are categorized into art, research and writing, and are categorized into art, research and writing, and miscellaneous. Designing a class mural and a class seal are examples of suggested art activities. In carrying out research activities, students can conduct an oral history project, tape interviews with judges and attorneys, or dramatize the original signing of the U.S. Constitution. Fifty-five miscellaneous activities include simulations of the U.S. Congress, mock trials, mock elections, geography activities, and using primary sources. The school can be involved in celebrating the U.S. Constitution through holding a spelling bee, producing a "federalist" fashion show, or conducting a "Parade of States." Community activities include field trips, an essay contest, and a mock city election. Sources for materials listed in the guide are: (1) programs by school contest, and a mock city election. Sources for materials listed in the guide are: (1) programs by school level from the Kentucky Bicentennial Commission; (2) American Bar Association resources; (3) a selected student bibliography; (4) Kentucky history resources; (5) educational resources located at the Kentucky Historical Society; and (6) materials available at the University of Louisville. (SM)

SO 018 724

SOCIAl Studies Education: Kindergarten-Grade 12. National Survey. Council of State Social Studies Specialists. Pub Date—Nov 86

te-98p.; An update of a 1976 survey (ED 128

275).
Available from—Thomas A. Elliott, Virginia Department of Education, P.O. Box 6-Q, Richmond, VA 23216 (\$10.00).

VA 23216 (\$10.00).

Pub Type— Guides - General (050) — Reports Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Curriculum, Diagnostic Teaching,

\*Educational Practices, Educational Trends, Ele-\*Educational Practices, Educational Trends, Ele-mentary Secondary Education, Oraduation Re-quirements, \*History Instruction, Inservice Teacher Education, \*Social Studies, State Sur-veys, Teacher Certification, Teacher Education, Testing A state by state profile of requirements and course offerings compiled by the Council of State Social Studies Specialists and the Social Science Education Consortium, listing curriculum changes and require-

Studies Specialists and the Social Science Education Consortium, listing curriculum changes and requirements for teachers and students, shows that there are very different practices and situations among the 50 states and the District and Columbia, making generalizing difficult. An analysis is included: "The Status of Social Studies in the United States in the mid-1980s," by Irving Morrisset. Generalizable findings are that: (1) the "flavor" of social studies throughout the country is highly prescriptive; (2) major changes in requirements and recommendations for teachers in training, teacher certification, and inservice assessment have taken place since 1976; (3) most states have increased graduation requirements, many in the context of statewide testing and specification of competencies for specific courses; (4) in most states various courses are required, in addition to several history courses, either RIE MAY 1888

at state or local levels, and requirements for such courses have been increased; (5) the duties and in-fluence of state social studies specialists vary greatly from state to state; and (6) recent trends in social from state to state; and (6) recent trends in social studies with respect to requirements for teachers, students, and curricula predominantly are toward tighter requirements or recommendations and are seen overwhelmingly by state social studies special-ists as being favorable to social studies in their own state and in the nation as a whole. Tables and an abbreviated survey instrument are provided.

SO 018 725 The Big Jump: A Classroom Guide for Teaching Insurance to Teenagers and Young Adults through Creative Activities. Credit Union National Association, Inc., Madison,

Pub Date-86

Pub Date—86
Note—64p.
Available from—National Credit Union Youth Program, 5910 Mineral Point Road, P.O. Box 391, Madison, WI 53701.
Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Programs, \*Consumer Education, \*Economics Education, \*Health Insurance, Instructional Materials, \*Insurance, Learning Activities, Objectives, Ownership, Postsecondary Education, Secondary Education, \*Social Studies, Young Adults
Identifiers—\*Automobile Insurance, \*Life Insur-

ance
This kit contains a teaching guide with objectives,
answers, and instructions for each activity and spirit
masters color coded to correspond with the appropriate chapter in the teaching guide. Five program
segments are presented: (1) introduction to insurance; (2) homeowners/renters insurance; (3) automobile and motorcycle insurance; (4) health insurance; and (5) life insurance. With these activinsurance; and (5) life insurance. With these activity-oriented materials, young adults can begin to understand insurance concepts and needs. Each unit is accompanied by numerous discussion and activity suggestions useful in teaching basic insurance concepts. Activities are designed to help students understand: (1) risk as an integral part of life; (2) basic principles of insurance; (3) responsibilities associated with ownership; (4) basic types of homeowners and renter insurance policies; (5) responsibilities and costs associated with ownership and use of a motor vehicle; (6) basic types of health insurance; and (7) basic types of life insurance. (SM)

ED 289 802 SO 018 738

Lewin, Philip
Objectivity as Passionate Appropriation.
Pub Date—23 Oct 87

Objectivity as Passionate Appropriation.
Pub Date—23 Oct 87
Note—15p.; Paper presented at the Annual Humanities and Technology Conference (11th, Atlanta, GA, October 22-23, 1987).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adoption (Ideas), Models, Theories, "Theory Practice Relationship Identifiers—"Objectivity is frequently described as a model of "objectivism" or transparent observation of an unproblematically given external world conducted by a completely neutral observer. However desirable objectivism is in theory, the presuppositions it makes in favor of a disembodied and decontextualized cogito, and against the inclusion of the intersubjective life-world and the affect render it impossible in practice. To the extent objectivity relies on a model of objectivism, it is itself delegitimized. In contrast to objectivism, a more legitimate model may be that in which objectivity is understood as an act of passionate appropriation, in which model may be that in which objectivity is under-stood as an act of passionate appropriation, in which a committed approach to a phenomenon clarifies that which is pre-reflectively anticipated; thus the cogito is re-embedded in that which supports it. Both the transparency of the phenomenon and the neutrality of the observer are intentionally relin-quished in favor of their circumspectful reincorpo-ration into empirical inquiry. This model seeks to re-integrate the life-world and the affect, without reintroducing the willful distortions of an unbridled subjectivity. Still, while in this model objectivity be-comes impossible, it also becomes fallible. Fourteen references are listed. (AEM)

ED 289 803 SO 018 740

Prime Time Power: Women Producers, Writers and Directors on TV. National Commission on Working Women, Wash-ington, D.C.

ington, D.C.
Pub Date—Aug 87
Note—33p.
Available from—National Commission on Working
Women of Wider Opportunities for Women Publications, 1325 G Street, N.W., Lower Level,
Washington, DC 20005 (85.00).

Pub Type— Information Analyses (070) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil Rights, Commercial Television,
"Employed Women, Employment Practices,
"Equal Opportunities (Jobs), Feminism, Sex Bias,
Sex Discrimination, "Television, Television Research, Womens Studies
This report analyzes the number of women working in the following six decision making jobs in
prime time television: (1) executive producer; (2) supervising producer; (3) producer; (4) co-producer; (5) writer; and (6) director. The women who hold
these positions are able to influence the portrayal of
women on television as well as to improve the number of women hired in other positions. Data were
gathered from the 20 top-ranked television programs as defined by the Nielsen ratings for the
1986-87 season. The statistics provide both a snapshot of each television program's employment profile, as well as a larger view of the number of women
working in key jobs on prime time television programs. Interviews were also conducted with producers, writers, directors, and network and studio
executives in Hollywood and New York. The views
of these executives are expressed throughout the
report. The data showed: (1) only four of the
top-rated television programs (20%) employ female
executive producers, and three of those four shows
also contained men as part of the executive producer team; (2) women work as supervising producers, producers, or co-producers on nine (45%) of the
programs; (3) 17 programs had some scripts written
by women; and (4) only four programs had female
directors. One program employed no females. Despite internal and external barriers, more women are
working in television than ever before. As women
gain power in the industry, they can contribute their
best efforts, the result of which will be a richer mix
of programing than males alone can devise. A table illustrating the data is included. (SM)

ED 289 804 SO 018 742

Andreasen, Alan R.
Expanding the Audience for the Performing Arts.
National Endowment for the Arts, Washington,
DC. Research Div.
Pub Date—Sep 87
Contract—C86-197
Notes 107

Pub Date—Sep 87
Contract—C86-197
Note—104p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Art Education, Attendance Patterns,
"Audience Analysis, Audiences, "Citizen Participation, Data Analysis, Marketing, Media Research, "Theater Arts
Becoming involved in the arts is a process that involves movement through several stages, from disinterest to active attendance at and enthusiasm for performing arts events. Since target consumers at any time will differ in their placement on this continuum, marketing programs to expand arts audiences must first identify where each target segment is and then motivate that group to move to the next stage. A six-stage model, labelled the "Performing Arts Adoption Process," is a first approximation of this process. Data from the survey of Public Participation in the Arts are used to test the model and explore its implications. Detailed comparisons of consumers at adjacent stages in the process, using both bivariate and multivariate analytic techniques, appear to support both the validity and the usefulness of the model to both arts managers and future researchers in the field. (AEM)

ED 289 805

Arakapadavil, George SO 018 75
Introducing Multicultural/Global Education into the Schools. SO 018 756

the Schools. Pub Date—25 Oct 85

Pub Date 25 Oct 65
Note—15p.; Paper presented at the National Multicultural Conference (5th, Oshkosh, WI, October
24-25, 1985).

ab Type— Reports - Descriptive (141) -Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audio Visual Aids, Citizenship Education, Cultural Awareness, "Cultural Context, Curriculum Development, Educational Resources, Elementary Secondary Education, "Giobal Approach, Humanities, "International Education, "Liberal Arts, "Multicultural Education, "Liberal Arts, "Multicultural Education, "Coingle Studies." Education, \*Liberal ation, \*Social Studies

tion, \*Social Studies Global education lacks a content base due to dif-Global education lacks a content case due to dif-fering educational approaches. Combining the ex-pected outcomes of liberal education, consisting of the development of effective thinking, effective communication, and value judgments, with the added dimension of the interconnectedness and added dimension of the interconnectedness and complexity of the contemporary world can provide a framework for a consistent and comprehensive program. The elements that must be considered in introducing global education into the curriculum are: (1) the level of the learner; (2) the appropriate method of introducing it into the curriculum; (3) the available resources; and (4) the role of the teacher. Studies reveal that children at the age of 9 or 10 are most receptive to the introduction of other cultures and peoples. The most appropriate method of intromost receptive to the introduction of other cultures and peoples. The most appropriate method of introducing global education into the curriculum is to present a global perspective through every course of study. Many resources have been developed for teaching global education, but they must be used selectively. Teacher education courses need to be internationalized in order to prepare instructors for global teaching. To make education relevant to the context of the contemporary world, global perspectives should permeate all levels of learning. Lists of available audio-visual and printed media and selected resource service centers are attached. (SM)

ED 289 806 SO 018 764

ED 289 806 SC 016 764
Ferguson, Henry, Ed.
Handbook on Human Rights and Citizenship:
Perspectives of Five Nations.
New York State Education Dept., Albany. Center
for International Programs and Comparative

Spons Agency—Department of Education, Washington, DC.

Pub Date—81 Grant—G007904931

-221p.; For related documents, see SO 018 813-814.

Grant—G007904931
Note—221p; For related documents, see SO 018
813-814.
Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052) —
Tests/Questionnaires (160)
EDRS Price - MP01/PC09 Plus Postage.
Descriptors—Area Studies, "Civil Rights, Elementary Secondary Education, Foreign Countries,
Human Dignity, "Humanistic Education, Humanization, Instructional Materials, Interdisciplinary Approach, "International Education, Justice, Learning Activities, Multicultural Education, Justice, Learning Activities, Multicultural Education, Peace, "Primary Sources, "Resource Materials, "Social Studies Identifiers—Colombia, India, Italy, Nigeria, Universal Declaration of Human Rights. USSR
This handbook was designed to help students learn the cultural contexts in which human rights are variously defined. It provides a comparative study of five nations, selected for their geographic and cultural scope, as a unique way to study human rights. Chapter 1 sets the stage for the study by presenting activities for establishing class objectives and examining the definition of human rights. Chapter 2 contains 90 readings from the five countries. These materials were selected for their value in illustrating the human rights situation in the five countries. International documents are included in chapter 2 which broaden the knowledge and understanding of human rights, such as "The Helsinki Agreement." Chapter 3 presents different activities and instructional strategies for presentation of the materials. Activities are included for different grade levels. Chapter 4 is the evaluation component in which an attitudianal questionnaire is administered to students to assess the effect of the unit on their attitudes. Bibliographies are included for cifferent grade levels. Chapter 4 is the evaluation component in which an attitudianal questionnaire is administered to students to assess the effect of the unit on their attitudes. Bibliographies are included for cifferent grade levels. Chapter 4 is the evaluation component in which

SO 018 768

Sewall, Gilbert T. American History Textbooks: An Assessment of

American History Textbooks: An Assessment of Quality. Columbia Univ., New York, N.Y. Teachers College. Spons Agency—Department of Education, Washington, DC. Pub Date—Oct 87 Note—84p.; A Report of the Educational Excel-lence Network.

Available from—Educational Excellence Network, Box 32, Teachers College, Columbia University, New York, NY 10027 (\$4.00).

Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)

pub 1 ype— United States and Stat

States rissory as a linchpin in the school Curriculum and as a potentially exciting, sometimes electrifying, subject was the conviction underlying this analysis of U.S. history textbooks. This assessment of the convertion of the ment investigates the capacity of leading U.S. social studies and history textbooks to inspire the imagination of students through effective literary, pictorial, and historiaraphic techniques. Twelve panelists of historians, journalists, editors, and teachers were historians, journalists, editors, and teachers were charged to act as expert reviewers of textbooks at the fifth, eighth, and eleventh grade levels. The review specifically sought to examine books in depth and to identify and review those texts already established in the marketplace. The reviewers found that many U.S. history textbooks strive for simple, inoffensive prose that often lacks the qualities of good literature and fine history. While these textbooks may be effective reference materials, they are not compilations aimed at inspiring and exciting the may be effective reference materials, they are not compilations aimed at inspiring and exciting the reader through vital treatment of subject. Recommendations of the panelists include: (1) scaling down the size of textbooks; (2) rededicating textbooks to the text; (3) hiring better textbook writers; (4) emphasizing reference express metarials; (5) put. (4) emphasizing primary source materials; (5) put-ting minority group issues into historical context; and (6) initiating textbook review by independent es, such as newspapers and news magazines.

ED 289 808 SO 018 774 Patrick, John J.

Teaching and Learning about the Constitution in Secondary School Courses on American History: Persistent Problems and Promising Practices. Social Studies Development Center, Bloomington,

Pub Date-28 Dec 87

Note—19p.; Paper presented at the Annual Meet-ing of the American Historical Association (102nd, Washington, DC, December 27-30, 1087).

(102nd, washington, bc, December 27-30, 1987).
Pub Type— Opinion Papers (120) — Speeches/
Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Constitutional History, Course Content, Course Evaluation, Curriculum Development, Curriculum Evaluation, Instructional Development, Instructional Effectiveness, Instructional Improvement, Instructional Instructional Instructional Materials, Learning Activities, Secondary Education, "Social Studies, "Teaching Methods, "United States History Identifiers—"Bicentennial, Problem Identification, "United States Constitution
This document addresses the questions of what teachers have achieved during the U. S. Constitution Bicentennial celebration in the areas of curriculum development and instruction and whether or

lum development and instruction and whether or not the celebration has been accompanied by educanum development and instruction and whether or not the celebration has been accompanied by educational renewal and improvement in secondary schools. Persistent problems in teaching and learning about U.S. constitutional history include confused curriculum priorities, inadequate treatment in some textbooks, and serious deficiencies in students' knowledge. Promising teaching practices and methods include the development of new resources, such as: (1) educational television programs; (2) history lessons that might supplement shallow and bland textbooks; (3) study units on specific historical periods or themes; and (4) classroom forums for detailed study of historical issues. Recommendations, useful in sustaining the Bicentennial's achievements, include the need to: (1) assign high priority to goals and content selection criteria concerning the historical role of the U.S. Constitution; (2) expand coverage of the U.S. Constitution; atandard secondary school textbooks; (3) provide students with opportunities for in-depth studies of students with opportunities for in-depth studies of major events, issues, and themes; (4) use lessons that require interpretation, analysis, and synthesis of primary sources; (5) emphasize ideas in constitutional history; (6) stress the paradoxes of U.S. con-stitutional government; (7) connect the U.S. Consti-tution to contemporary citizenship concerns; and (8) use comparative and global perspectives. (JHP)

SO 018 775 Hicks, David W.

Studying Peace: The Educational Rationale. Occa-sional Paper No. 4. Revised Edition. Saint Martin's Coll., Lancaster (England). Centre

for Peace Studies.
Report No.—ISBN-0-946357-06-4
Pub Date—86

Pub Date—86
Note—37p.
Available from—information Officer, Centre for Peace Studies, St. Martin's College, Lancaster LAI 3JD, England.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Civil Liberties, \*Conflict Resolution, Cultural Awareness, Curriculum Development, Ecology, Foreign Countries, Global Approach, International Cooperation, \*International Education, Natural Resources, \*Peace, \*Social Studies
Identifiers—\*Peace Education, \*United Kingdom

"Social Studies Identifiers—"Peace Education, "United Kingdom This paper seeks to clarify the current debate about studying peace in schools and classroom by exploring; (1) the breadth of concern encompassed by peace education; (2) the educational legitimation by peace education; (2) the educational legitimation for studying peace and conflict in the classroom, and (3) curriculum implications of peace education. The problems of peace encompass violence and war, inequality, injustice, environmental damage, and alienation. At its 18th session held in Paris (1974), the United Nations Educational, Scientific, and Cultural Organization General Conference issued its "Becomprendations Concerning Education for its "Recommendations Concerning Education for International Understanding, Co-operation and Peace." These recommendations listed the follow-Peace." These recommendations listed the following major problems of humankind that students should study: (1) the equality of rights; (2) the maintenance of peace; (3) the insurance of human rights; (4) economic growth and social development; (5) the conservation of natural resources; (6) the preservation of human cultural heritage; and (7) the United Nations' role in solving such problems. The curriculum for peace education should sharpen awareness about the existence of conflict between people and nations, investigate the cause of conflict and violence, and encourage the search for alternatives. The curriculum should develop skills of critical thinking, conflict resolution, and political cal thinking, conflict resolution, and political literacy. Attitudes to be developed include self-re-spect, respect for others, ecological concern, and commitment to justice. (SM)

SO 018 780

Hicks, David W. Teaching Nuclear Issues, Occasional Paper No. 10, Saint Martin's Coll., Lancaster (England). Centre for Peace Studies.

Report No.—ISBN-0-946357-21-8 Pub Date—86

Pub Date—86

Note—44p.

Available from—Information Officer, Centre for Peace Studies, St. Martin's College, Lancaster LA1 31D, England.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Disarmament, \*International Relations, Nuclear Energy, \*Peace, \*Social Studies, World Affairs, \*World Problems

Identifiers—\*Nuclear Education, \*United Kingdom

The nuclear debate is one of critical importance and should be explored as part of the school curriculum. The psychology of denying the issue of nuclear arms and the psychological effects of the arms race on children is examined in this paper. A number of topics that might be included in discussion of nuclear issues as the content of topics that might be included in discussion or nu-clear issues are the arms race, politics, superpowers, and disarmament. Fundamental concepts for teach-ing about nuclear weapons include: (1) the possible destruction of the planet; (2) the destructive capacdestruction of the planet; (2) the destructive capac-ity of nuclear weapons; (3) nuclear security as more than military security; (4) understanding deter-rence; (5) the global scope of the problem; and (6) alternative policies. Students should be exposed to the major debates and viewpoints concerning de-fense and deterrence, and this may be done through tense and deterrence, and this may be done through government and community resources. Teachers must be aware of the obstacles to teaching about nuclear issues such as dealing with fear and preju-dice, and children's fears concerning nuclear issues should be addressed. A list of key resources for teaching about nuclear issues is included. (SM)

Kraft, Richard F. The Los Altos Writing Project. Pub Date—Sep 86

Pub Date—Sep 86 Note—55p.; Some illustrations may not reproduce clearly.

SO 018 790

Pub Date—Sep 36

Note—S5p; Some illustrations may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Class Activities, \*Content Area Writing, Carriculum Guides, Descriptive Writing, Curriculum Guides, Descriptive Writing, Essays, \*Instructional Materials, Interdisciplinary Approach, Research Papers (Students), \*Social Studies, \*Writing (Composition), Writing Evaluation, Writing Exercises, \*Writing Instruction, Writing Exercises, \*Writing Instruction, Writing Research, Writing Skills

Identifiers—Journal Writing, \*Writing to Learn The intent of this guide is to encourage teachers to have students write, both formally and informally, on a systematic basis. Three types of writing are emphasized: (1) journal writing; (2) research paper writing; and (3) essay writing, The section on journal writing includes a handout for the class explaining the purpose for journal writing and procedures to be followed in keeping a class journal. Different procedures for maintaining the journal and guidelines for journal writing are included in this section. The use of learning logs to improve learning in all subjects is discussed, and suggested writing topics for students are provided. Standards for writing research papers are outlined in the next section. Examples of the title page, topic outlines, brainstorm outlines, table of contents, end notes, and bibliography are provided for distribution to students. An evaluation sheet and procedures for teaching research writing are detailed. The section on essays includes activity sheets for writing essays on several different English/social studies topics, including Ralph Waldo Emerson, Huckleberry Finn, Social Darwinism, the roaring twenties; and technological change. Also, rubrics for grading essays are explicated. (SM)

ED 289 812 SO 018 802

Bennack, Frank A., Jr.
The American Public's Knowledge of the U.S.
Constitution: A National Survey of Public
Awareness and Personal Opinion. A Hearst

Report.
Research and Forecasts, Inc., New York, N.Y.
Spons Agency—Hearst Corp., New York, NY.
Pub Date—14 Feb 87

Pub Date—14 Feb 87
Note—43p.; Report presented at the Midyear Meeting of the National Conference of Bar Presidents (New Orleans, LA, February 14, 1987).
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Civil Liberties, "Civil Rights, "Constitutional Law, Court Role, Federal Government, Governmental Structure, National Surveys, Presidents of the United States, "Public Opinion, Social Science Research Identifiers—Supreme Court, "United States Constitution

Identifiers—Supreme Court, "United States Constitution
The goal of the Hearst survey was to measure the public's knowledge of the U.S. Constitution. This report is divided into three sections: (1) a report on the survey in the form of an address to the National Conference of Bar Presidents; (2) the survey findings; and (3) the survey methodology. The survey itself, in which 1,004 respondents were interviewed by telephone, contains four parts. The first group of questions, found in part 1, was designed to determine the public's understanding of the Constitution's origin. Only 34 percent knew the purpose of the original U.S. Constitution was to create a federal government and define its powers. Twenty-six percent believed the document's purpose was to declare independence from England. Only 40 percent knew the Bill of Rights is comprised of the first 10 amendments to the original Constitution. Part 2 of the survey explores the U.S. public's knowledge of the presidency and the Supreme Court. The public tends to overestimate the domestic powers of the country's chief executive. Six in 10 U.S. citizens knew that the Supreme Court is the final authority on the interpretation of the Constitution. Part 3 documents the public's understanding of individual ights embodied in the Constitution. U.S. citizens on the interpretation of the Constitution. Part 3 doc-uments the public's understanding of individual rights embodied in the Constitution. U.S. citizens demonstrate a clear understanding of the criminal justice system. Part 4 of the survey was devoted to public opinion on constitutional issues. The public is willing to support constitutional changes; however, those persons who are most knowledgeable about

the Constitution are least likely to support change. The Hearst survey indicates that without adequate factual or conceptual knowledge of the U.S. Constitution, the public cannot fully understand the constitutional issues debated in courts of law. The responses to each of the questions are illustrated in part 2 of the document, and part 3 outlines the methodology used to analyze the data. (SM)

Justice Around the World: A Student Packet for Elementary Schools. Foreign Area Materials Center Occasional Publication 25.

New York State Education Dept., Albany. Center for International Programs and Comparative Studies

Sons Agency—Department of Education, Washington, DC.
Report No.—81-6582
Pub Date—81
Note—20p.; For a related document, see SO 018
814. For the Handbook on Human Rights and Citizenship, see SO 018 764.
Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Education, "Civil Liberties,
"Civil Rights, Elementary Education, "Human Dignity, Humanistic Education, Instructional Materials, "Justice, Learning Activities, Learning Modules, Multicultural Education, Social Studies Identifiers—Universal Declaration of Human Rights

Rights
This learning packet consists of 10 exercises which can be used independently by students or as class activities. The activities in the packet were developed to foster awareness of international human rights issues. The objectives are stated at the top of each exercise, with vocabulary words listed under the objectives. Materials from the "Handbook on Human Rights and Citizenship" are meant to be used with these excitation. Exercise L is deto be used with these activities. Exercise 1 is designed to help students understand that every human being has basic rights. The Universal Declaration of Human Rights is examined in exercise 2. Understanding human rights in different cultures in the focus of exercise 3 and the role of dissidents is analyzed in exercise 4. The role of the United Nations in protecting human rights is the focus of exercise 5. Understanding the use of poetry and political cartoons as a means of expressing ideas and feelings about human rights is the goal of exercises 6 and 7. Investigating incidents of justice and injustice around the world and the justice process are the focus of exercises 8 through 10. A student evaluation form is included. (SM) to be used with these activities. Exercise 1 is de-

ED 289 814 SO 018 814

Gilbert, Janet M.

Justice Around the World: A Student Packet for Secondary Schools. Foreign Area Materials Center Occasional Publication 26.

New York State Education Dept., Albany. Center for International Programs and Comparative

Studies.

Spons Agency—Department of Education, Washington, DC.

Report No.—81-6581

Pub Date—81

Note—22p.; For a related document, see SO 018

813. For the Handbook on Human Rights and Citizenship, see SO 018 764.

Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—°Civil Liberties, °Civil Rights, Freedom of Speech, "Human Dignity, Instructional Materials, Justice, Learning Activities, Learning Modules, Multicultural Education, Quality of Life, Secondary Education, Social Discrimination, Social Studies

Identifiers—Universal Declaration of Human Rights

Rights
This learning packet contains seven modules designed to teach about human rights around the world. These activities may be integrated into different subjects within the social studies curriculum. For each module, the case studies are drawn from two of the five countries included in the "Handbook on Human Rights and Citizenship." Each module also contains learning objectives, class activities, and student reference materials. The packet is formatted so that student activities may be reproduced for distribution to the class. Module 1 focuses on developing a broader understanding of the defini-

tion of human rights through an in-depth examina-tion of the "Universal Declaration of Human Rights." The activities in module 2 are designed to enhance the understanding of justice as it is ob-served or ignored at individual, institutional, na-tional, and international levels. Activities in module tional, and international levels. Activities in module 3 examine the issue of freedom of conscience and expression. The ways that discrimination is shown against some groups are investigated in module 4. The "International Covenant of Economic, Social, and Cultural Rights" is used as the basis for studying freedom from want in module 5. In module 6, students look at individual rights and protection from the government. Understanding the organizations and methods of working toward universal human rights is the goal of module 7. (SM)

SO 018 840

ED 289 815

Remy, Richard C. And Others

Teaching about National Security: Instructional
Strategies and Lessons for High School Courses
in History, Government, Geography, Economics.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN; Ohio State
Univ., Columbus. Mershon Center.

Spons Agency—Ford Foundation, New York,
N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-941339-04-1

Report No.
Pub Date—87
Contract—400-86-0020
The exem

Pub Date—87
Contract—400-86-0020
Note—162p.; The exemplary lessons presented in this book are taken from five books of lessons developed by the National Security in the Nuclear Age Project (NSNA), an activity of the Mershon Center's Citizenship Development for a Global Age Program (Ohio State University). Also sponsored by the W. Alton Jones Foundation, Charlottesville, VA.
Pub Type—Guides - Classroom - Teacher (052)—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MP01/P07 Plus Postage.
Descriptors—Charts, Class Activities, Concept Teaching, Curriculum Guides, Data Interpretation, Economics, Geography, Graphs, Instructional Materials, Learning Strategies, Map Skills, National Security, Nuclear Warfare, Primary Sources, Role Playing, Secondary Education, Simulation, "Social Studies, Tables (Data), Teaching Methods, United States Government (Course), United States History, World History The instructional techniques illustrated in this book present a method of infusing national security issues into the five principal social studies courses of U.S. history, world history, U.S. government, economics, and geography. Chapter 1 discusses the meaning and evolution of the term national security in its general and educational contexts. The origins and current state of national security as a field of

meaning and evolution of the term national security in its general and educational contexts. The origins and current state of national security as a field of study is outlined in chapter 2. Key themes and concepts providing a conceptual framework for curriculum development are also provided in chapter 2. Instructional strategies and 15 sample classroom lessons that illustrate each strategy are described in chapters 3 through 10. Each lesson is a complete instructional activity, containing instructional objectives and suggested procedures as well as material that can be readily duplicated for students. Suggested procedures to use to integrate the lesson with the classroom textbook are provided for each lesson. The instructional strategies employed include concept learning, decision making, case study, analysis of primary sources, role-playing, mapping analysis of primary sources, role-playing, mapping exercises, interpretation of data in tables, charts and graphs, and issue analysis. The book concludes with a 35-item annotated bibliography on national security issues. (SM)

ED 289 816 SO 018 900

Jennings, M. Kent High School Seniors Cohort Study, 1965 and 1973 [machine-readable data file]. Michigan Univ., Ann Arbor. Inst. for Social Re-

search.

Spons Agency—Danforth Foundation, St. Louis, Mo.; National Science Foundation, Washington, D.C.

D.C.
Report No.—EF-000219; ICPSR-7575
Pub Date—73
Note—Documentation for this file is included in a 244-page codebook of the same title (ISBN-0-89138-964-4) available from ICPSR. Related files include the "Student-Parent Socialization Study, 1965" until-Parent Socialization Panel Study, 1965 and 1973"

(ICFSR-7779).

Available from—Inter-University Consortium for Political and Social Research (ICFSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 764-2570. Available on both punched cards and magnetic tape (OSIRIS format). Prices available transcriptions.

magnetic tape (OSIRIS format). Prices available upon request.
Pub Type—Machine-Readable Data Files (102)
Document Not Available from EDRS.
Descriptors—Citizen Participation, Citizenship Responsibility, Cohort Analysis, Current Events, Educational Background, "Educational Trends, Ethnic Status, Extracurricular Activities, Family Characteristics, Grade 12, High Schools, "High School Seniors, Institutional Characteristics, National Surveys, Occupational Aspiration, "Peer Influence, Personality Traits, Political Affiliation, "Political Attitudes, Political Socialization, Public Affairs Education, Racial Distribution, Samplins. Affairs Education, Racial Distribution, Sampling, School Surveys, Sex, Social Attitudes, \*Social En-

Affaire Education, Racial Distribution, Sampling, School Surveys, Sex, Social Attitudes, \*Social Environment, Socialization, Social Studien, \*Student Attitudes, Student Educational Objectives, Student Attitudes, Student Educational Objectives, Student Participation, Teacher Attitudes

The "High School Senior Cohort Study for 1965 and 1973" is a two-part machine-readable data file (MRDF) containing background information about the social and political climate of the peer groups and the entire senior classes of the high school students interviewed for the "Student-Parent Socialization Study, 1965" (ICPSR-7286). The schools in each year of the study were defined from the original 97 schools in the "Student-Parent Socialization Study," Seventy-seven (77) schools cooperated in 1973. The 1973 data in the second of the two files were gathered largely to provide a trend line. Within cooperating schools, all members of the senior class were given paper-pencil questionnaires and were potential respondents. Respondents in 1965 amounted to 20,674 (85% response rate); respondents in 1973 amounted to 16,929 (74% response rate). The weighted data provide a sample that can be considered representative of all high school seniors in the United States during the mid-1960s. In both years of the study, several key political measures (e.g., trust, tolerance, cosmopolitanism, partisanship, and personal measures) were used that paralleled those in the 1965 student-parent interviews. The 1965 data included more political, ethnic, and racial variables. Information about the high schools represented in each year of the study was collected from school officials through a separate nic, and racial variables. Information about the high schools represented in each year of the study was collected from school officials through a separate school characteristics form. School characteristics data are located at the end of each dataset. Among the 115 and 141 variables captured by each file, data are located at the end of each dataset. Among the 115 and 141 variables captured by each file, respectively, are: attitude toward politics; concept of good citizenship; faith in government; interest in politics; attitude toward federal government; interest in public affairs; school activities; academic courses taken; personal and family background; academic plans; occupational plans. Duncan Occupation Codes are used to identify occupations. Study conclusions are reported in two publications: (1) "An Aggregate Analysis of Home and School Efects on Political Socialization," by M. Kent Jennings (Social Science Quarterly, September 1974, p.394-410); (2) "The Political Texture of Peer Groups," by Suzanne Sebert, M. Kent Jennings, and Richard G. Niemi (in "The Political Character of Adolescence," by Jennings and Niemi, Princeton University Press, 1974, Chapter 9). POPULATION: High schools seniors, 1965 and 1973. TYPE OF SURVEY; National Survey; Sample Survey. SAMPLE: High schools seniors (1965-24,322), (1973-22,877); high schools (97). RESPONSE RATE: High school seniors (1965-20,674=85%), (1975-16,929=74%); high schools (1965-77-79.3%), (1973-15-87.9%). FREQUENCY: Periodic. YEAR OF FIRST DATA: 1965. YEAR OF LATEST DATA: 1973. (CDM/WTB)

# SP

ED 289 817 SP 029 466 1987 Social Report of the Life and Health Insurance Busin

American Council of Life Insurance, Washington, D.C.

Pub Date-Aug 87 Note-53p.

Available from—Center for Corporate Public In-volvement, American Council of Life Insurance,

Health Insurance Association of America, 1001 Pennsylvania Avenue, N.W., Washington, DC 20004-2599.

2004-2599.
Pub Type- Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Community Relations, \*Corporate
Support, Employer Employee Relationship,
Equal Opportunities (Jobs), \*Health Services,
\*Insurance Companies, \*Program Development, Volunteers

This report provides data and related information In in report provides data and related uniformation on the extent of the commitment of insurance companies to a wide variety of corporate public involvement activities. The results of a survey of 424 insurance companies are presented in both tabular and narrative format and cover the companies' activities. tivities in the areas of projects for the community, contributions, equal opportunity, voluntarism, so-cial investments, and health and wellness projects Appended are a list of reporting companies and sample reporting forms. (JD)

SP 029 538

Shreeve, William C. And Others
Job Satisfaction: An Imperative for the Coming
Teacher Shortage.

Teacher Shortage.
Pub Date—[87]
Note—29p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education,
Institutional Characteristics, \*10b Satisfaction,
Teacher Administrator Relationship, Teacher Actitudes, \*Teacher Motivation, Teacher Recruitment, \*Teacher Shortage, \*Teaching Conditions
With critical teacher shortages projected and
competition from business increasing, the impor-With critical teacher shortages projected and competition from business increasing, the impor-tance of attracting and retaining teachers cannot be ignored. Drawn from a research base, this study recommends means by which principals, school dis-tricts, education schools, and teachers, themselves, can collaborate to provide opportunities for teacher career satisfaction. (Author)

ED 289 819 SP 029 547

Duhon, Rose M. Daniel, Debra Duhon The Impact of Death of a Loved One on the Cognitive Development of Young Children.
Pub Date—[87]

Pub Date—[87]
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—"Childhood Attitudes, "Cognitive
Development, "Death, Elementary Education,
Elementary School Teachers, Emotional Response, "Psychological Needs," Teacher Role,
Teacher Student Relationship
This study analyses the problems facing classroom
teachers who must cope with young children who
have experienced the death of a parent, a sibling, or
a close grandparent. A questionnaire was designed

a close grandparent. A questionnaire was designed to secure information on the impact of the death of a loved one on the cognitive development of young children. Teachers were asked about the extent of children. Peachers were asked about the cattent or their teacher training in helping children to under-stand and accept death, and whether or not they felt they possessed the necessary skills to help students who had suffered the death of a close family mem-ber. Data were collected from 98 elementary school teachers in Southwestern Louisiana. The data were summarized and analyzed to draw inferences for a solution to the problem of how to help students cope with death and grief without interrupting their cognitive development. (JD)

Thompson, Jay C., Jr. Cooley, Van E.

An English Perspective on Inservice: A Comparative Analysis to Practices and Views in the United States.

Pub Date—22 Nov 87

Note—11p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Diego, CA, November 20-24, 1987).

Pub Type-Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Compara-tive Analysis, Elementary Secondary Education, Foreign Countries, "Inservice Teacher Education, Program Design, "Program Effectiveness, Staff Development, "Teacher Participation Identifiers—"England, "United States The study was designed to analyze and compare

inservice attitudes and practices in England to se-lected United States schools identified as having outstanding programs. Perceptions of chief educa-tion officers in English government schools were compared to those of selected superintendents in United States schools regarding inservice concepts and practices. Data revealed agreement on several items regarding importance and practice of inser-vice concepts while differing perceptions and prac-tices were also found. English respondents reported greater emphasis than their American counterparts upon the following: (1) programs should have writ-ten desired outcomes; (2) sessions should involve "hands-on" activities; (3) inservice should be re-quired for all new staff; and (4) university based "hands-on" activities; (3) inservice should be required for all new staff; and (4) university based courses were more likely to be used for inservice. On the other hand, United States superintendents reported greater emphasis upon the following: (1) teachers were provided administrative support following inservice; (2) teachers were involved in planning inservice activities; (3) follow-up materials were provided; (4) sessions were designed to meet teacher needs; (5) participation was more likely to be mandatory; and (6) teachers were more likely to view inservice as a burden. Study participants concluded that systematic inservice is a means to foster excellence. (Author/JD)

SP 029 580 sstructional Partners, Principals, Teachers, and Instructional Assistants. Indiana State Dept. of Public Instruction, Indianap-

Pub Date-[86]

Pub Date—[86]
Note—37p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Classroom Techniques, \*Educational
Cooperation, Elementary Education, \*Elementary School Teachers, Principals, Teacher Qualifications, \*Teacher Role, \*Teaching Assistants,

\*Teamwork
Identifiers—Indiana

\*Teamwork
Identifiers—Indiana
This handbook examines various topics of interest
and concern to teachers as they work with instructional assistants forming a classroom instructional
partnership and functioning as a team. These topics
include: (1) instructional assistant qualifications; (2)
duties—instructional, classroom clerical, auxiliary
(3) factors to be considered when selecting an instructional assistant; (4) teacher/assistant responsibilities; and (5) special concerns and auggested structional assistant; (4) teacher/assistant responsibilities; and (5) special concerns and suggested techniques. A resource section covers the following topics: (1) glossary of educational terms; (2) child growth and development; (3) types of student questions; and (4) a sample instructional assistant application form. (JD)

SP 029 605 ED 289 822

iley, Don C., Ed. And Others Bailey, Don C., Ed. And Others
Management of Recreational Sports. Selected Proceedings from the Annual Conference of the
National Intramural-Recreational Sports Association (36th, Columbus, OH, April 12-17, 1985).
National Intramural-Recreational Sports Associa-

Pub Date-85

Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Opportunities, \*Physical Fitness, \*Program Administration, \*Recreational Programs, Research

Utilization
Thirty papers are presented in this monograph providing insights, ideas, and directions for recreational sports professionals. Topics covered at this conference included: (1) administration and management of recreational programs; (2) program operation; (3) recreational theory and research; (4) professional development; (5) special interests and sports clubs; (6) outdoor recreation; (7) extramural sports; (8) career opportunities; (9) computer usage; (10) fitness swimming; and (11) sports officiating. The appendixes offer material on the National In-The appendixes offer material on the National In-tra-Mural Recreational Sports Association, includ-ing information about the 1985 conference and the association's constitution and by-laws. (JD)

Comparative Report of the Fees & Charges of Public Parks & Recreation Departments in Vir-ginia 1987. Virginia State Div. of Parks and Recreation. Pub Date—Oct 87

Note—195p.; Prepared by Department of Conservation and Historic Resources, Division of Parks and Recreation.

and recreations

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Costs, \*Pees, \*Parks, \*Recreational

Facilities, Recreational Programs, \*Recreation Finances

Identifiers-Virginia

The Outdoor Recreation Resources section of the Virginia Division of Parks and Recreation has com-Virginia Division of Parks and Recreation has compiled in this document a variety of information on fees and charges in Virginia's many public leisure services programs. This information was generated from three surveys conducted in 1981, 1984, and the summer of 1987. By combining the previous data with 1987, the user has the opportunity to compare information, examine specific fees, and recognize trends. The data can be examined by locality for agency as well as by fee or program type. Part (or agency) as well as by fee or program type. Part I of this document covers general information. Part II offers fees and charges classification-entrance, admission, rental, and user. The final section presents special services-entry fees, instructional classes, playgrounds/summer camps, and special events. (JD)

SP 029 609

E.D 289 824 SP 029 609
Simmons, Joanne M. And Others
Cellaboration for the Improvement of Teacher
Education (CITE) Project. Data Collection Plan
& Instruments 1987-83/Year 3.
Eastern Michigan Univ., Ypailanti.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-85-1052
Note—489.

Note-48p.

Note—48p.

Pub Type— Reports - Descriptive (141) —
Tests (Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College School Cooperation, \*Data
Collection, Data Interpretation, Elementary Education, \*Field Experience Programs, Higher Education, Preservice Teacher Education, \*Program
Design, \*Program Evaluation, Research Utilization, School Districts, Student Attitudes
Identifiers—\*Collaboration for Improvement of

Identifiers-\*Collaboration for Improvement of

Teacher Educ

The Collaboration for the Improvement of Teacher Education (CITE) Project, now beginning its third year, consists of a blocked semester of three courses-curriculum and methods, social aspects of teaching, and measurement and evaluation—and the related field experience activities occurring at the pre-student teaching level. Approximately 120 uni-versity students are involved. The innovation configuration for the overall CITE Project involves these components: (1) university-school districts collaboration in teacher education; (2) the appropriate use of research in teacher education courses; (3) the appropriate use of field experience within camthe appropriate use of field experience within cam-pus teacher education courses; and (4) the concep-tual integration of pedagogical content across teacher education courses and between campus courses and field experience. This overview of the project presents detailed information on the devel-opment of CITE, project data collection plans, and evaluation design. Participant data collection instru-ments included in the report are: (1) student in-formed consent and information sheet: (2) student conceptual levels: (3) structured interviews: (4) conceptual levels; (3) structured interviews; (4) written questionnaires; (5) student "think aloud" journals; and (6) student "think aloud" interviews. (JD)

ED 289 825 SP 029 613
Carswell, Jim Mateer, Anne
Summer Inservice Institutes: A Cooperative Training Model for School Districts.
Broward County School Board, Fort Lauderdale,

Fla. Pub Date

Pub Date—87
Note—275p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Cooperative Programs, Elementary Secondary Education, Exceptional Persons, \*Inservice Teacher Education, \*Institutes (Training Programs), \*Program Design, Program Evaluation, School Districts, \*Summer Programs
This training model outlines methods school systems can use to implement Summer Inservice Institutes

tems can use to implement Summer Inservice Insti-tutes for elementary and secondary teachers of regular and exceptional education students. Proce-

dural information is included that explains the phidural information is included that explains the phi-losophy and assists in the initiation, supervision, evaluation and continuation of the Summer Insti-tute staff development concept. The philosophy of Florida Summer Inservice Institutes is explained us-ing the State Law/State Board Rules governing the training and evaluation requirements. The Broward Plan (1986) outlines the implementation of the dis-trict time line with examples that illustrate the coor-dination of each step from notification of entitlement through the final report. Exceptional Student Education (ESE) is used as an example of entitlement through the final report. Exceptional Student Education (ESE) is used as an example of cooperation between the district and a department of diverse needs. The ESE plan (1986) is summarized while the ESE Plan (1987) contains handout that relate to the September-August time line. The development, coordination and evaluation of three separate training programs is emphasized. The philosophy and process of Summer Inservice Institutes remains the same no matter which department is providing the training for teachers. Math, science, computer education, dropout prevention and exceptional student education are examples of the types of departments that are developing Summer Inservice Institutes training programs. (Author/ID)

ED 289 826 SP 029 614 Grunewald, Robert N.
A Model for Applying Knowledge to Practice in

Education. Pub Date—2 Oct 87

Note—18p.; Paper presented at the American Edu-cational Studies Association (Chicago, IL, Nocational Studies (1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PO1 Plus Postage.

\*\*Concept Formation, \*\*Educational Papers - \*\*Concept Formation.\*\*

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Concept Formation, "Educational Environment, "Educational Practices, Elementary Secondary Education, Fundamental Concepts, "Organizational Climate, School Community Relationship, Teacher Attitudes, "Theory Practice Relationship A model is proposed for facilitating the application of knowledge to practice in education, constructed around a theory of the use of concepts in the various contexts of professional practice. A definition of the term "educational practice" as it is generally understood is followed by a discussion of concepts as instruments for developing educational concepts as instruments for developing educational theory. The model illustrates a range of contexts within which practical activity occurs, and describes the following relevant contexts: (1) the teacher as an the following relevant contexts: (1) the teacher as an individual; (2) the teaching/learning activity as it occurs in the classroom; (3) the larger context of the school; (4) the professional practice as it occurs within the context of a local educational authority or agency; (5) the context of more formal knowledge; and (6) the context of the wider society. A discussion is presented to how concents function in discussion is presented on how concepts function in the consideration of operational theory in a range of contexts. (JD)

SP 029 615 O'Neill, Karen And Others
A Typology of Turning Point Events in Relation to Student-Faculty Interaction.
Pub Date—Feb 88

Pub Date—reb so
Note—29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Diego, CA, February 19-23, 1984).
Available from—Karen O'Neill or Wm. R. Todd-Macillas, California State Univ., College of Communication, 139 Trinity Hall, Chico, CA

95929-0502.

95929-0502.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PG2 Plus Postage.
Descriptors— "Attitude Change, Classroom Environment, Higher Education, "Interaction Process Analysis, "Interpersonal Communication, "Student Attitudes, Student Evaluation, "Teacher Student Relationship This study examined the type of change that occurs in student-faculty relationships. The events perceived by the students as creating change in the relationship were considered "turning point events." Through a process of interviewing 45 se-

relationship were considered "turning point events." Through a process of interviewing 45 senior students and then applying content analysis to the interview data, the researchers were able to construct a typology of turning point events. These events were viewed as important because of their contribution in changing the direction (either positively or negatively) of the relationships students have with faculty. After identifying these events, a typology of eight mutually exclusive and exhaustive "turning point" categories was created. These events seemed to occur during one of three different contexts: during moments of academic evaluation, during changes in classroom communication climate, and during dyadic interactions between student and teacher. A discussion is offered on the implications of these results for teacher training and future research. The data collection form is appeared of 100.

SP 029 618 Beyer, Francine Houston, Ronald
Assessment of School Needs for Special Popula-

Assessment of Section Needs for Special repuis-tions. Staff Survey.
Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—Feb 87 Contract—400-86-0003

Note-31p.; For a related document, see SP 029 Pub Type- Guides - Non-Classroom (055) -

Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Classroom Techniques, Educational Environment, Elementary Secondary Education, 'High Risk Students, Low Achievement, 'Needs Assessment, Parent Participation, 'School Effectiveness, 'School Role, Staff Development, 'Student Development This survey is designed to be an assessment instrument for measuring a school's effectiveness in meeting the needs of at-risk and low achieving students. The survey consists of nine sections. Statements listed in each section are used to characterize specific behaviors with a scale rating for how each statement reflects the situation or attitude prevalent EDRS Price - MF01/PC02 Plus Postag

statement reflects the situation or attitude prevalent statement reflects the situation or attitude prevalent in the school. Topics covered are: (1) classroom management; (2) instruction; (3) parent involve-ment; (4) principal leadership; (5) school climate; (6) school programs; (7) staff development; (8) stu-dent involvement in learning; and (9) teacher expec-tations. (III)

SP 029 625

End 269 629 51 029 62 Feb. William A.

Enhancing the Student Teaching Experience through Diversified Observation and Feedback: Some Supervisory Contributions.

Pub Date—[84]

Pub Date—[84]
Note—23p.
Pub Type— Reports - Descriptive (141)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Feedback, Higher Education, \*Observation, Preservice Teacher Education, \*Proservation, Preservice Teacher Education, \*Proservation, Preservice, \*Student Teacher Teaching, Supervisory

Descriptors—"Feedback, Higher Education, "Observation, Preservice Teacher Education, "Program Improvement, "Student Teaching, Methods, Teaching Experience Student teaching supervisors have been criticized for failing to assume more active instructional leadership roles in the professional development of their charges. In this article, strategies are presented for expanding the role of the supervisor and thereby enhancing the learning climate for prospective teachers. In general, the strategies center on expanding the breadth and magnitude of student teachers' observational experiences and providing greater and more diversified sources of teaching feedback. More specifically, they include the direct instruction and modeling of effective observational skills, arranging opportunities for student teachers to observe in classrooms containing pupils of varying abilities, developmental levels, and special needs, and the coordination of peer, staff, administrative, and self-evaluations. (Author)

SP 029 636 eacher Expectations Action Packet. Research, Strategies and Programs for Special Popula-

Research for Better Schools, Inc., Philadelphia, Pa. Pub Date—87 Note—29p.; For a related document, see SP 029

618.
Pub Type— Reports - Research (143) — Guides Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Academic Achievement, Class Organization, Elementary Secondary Education,
"Expectation, Low Achievement, Research Utilization, "Teacher Attitudes, "Teacher Behavior,
Teacher Effectiveness, Teacher Student Relation-ahip, Teacher Workshops
An overview is presented of research findings on how teacher expectations of student performance
may alter the ways that teachers treat students, and

RIE MAY 1988

the possible negative effects of such differential treatment on the behavior and learning of students for whom the teacher holds low expectations. A discussion follows on the teaching implications of research findings that point to effective ways to improve student performance. Findings are discussed on the topics of: (1) when and how to praise students; (2) the effective use of questions; and (3) student seat assignments in the classroom. Brief descriptions are offered of five exemplary teacher inservice programs focusing on teacher expectations. References are included. (JD)

ED 289 831 SP 029 651 Oriando, Lynn S. Young Steven K. How To Write Educational Materials for Targeted

Audiences. Pub Date-7 Nov 87

Pub Date—7 Nov 87

Note—28p.; Paper presented at the Conference of the Mid-Atlantic Association of Museums (Saratoga Springs, NY, November 7, 1987).
Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Pastags.
Descriptors—Content Area Reading, \*Curriculum Development, Elementary Secondary Education, \*Exhibits, \*Instructional Development, Instructional Materials, \*Museums, Teaching Methods The purpose of this document is to assist museum personnel in developing appropriate exhibits, materials, and teaching procodures to ensure an exciting and informative museum experience for students.

personnen in developing appropriate exhibits, materials, and teaching procedures to ensure an exciting and informative museum experience for students. Objectives for the museum experience as well as ways to meet these objectives are presented. Sections of the booklet discuss: (1) presentation of educational materials; (2) ways that reading ability and skill level affect student schievement, motivation, and behavior; (3) vocabulary development; (4) exhibit labels; (5) questioning strategies; (6) museum tours; (7) effective learning in a museum; (8) teaching and learning principles for museums; (9) instructional material readability; (10) adapting materials for learners' ability levels; (11) comprehending written discourse; and (12) schema theory, comprehension, and retention. This booklet emphasizes that the development of effective materials geared toward the ability of the learners is critical to the success of the museum experience. A 43-item reference list is appended. (CB)

SP 029 652 ED 289 832

Resnick, Lauren B.
Education and Learning To Think.
Report No.—ISBN-0-309-03785-9
Pub Date—87

Note—71p. Available from—National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 (\$6.50).

Pub Type-(010) - Reports - Descriptive (141) - Books

EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—\*Abstract Reasoning, Cognitive Ability, \*Cognitive Processes, Creative Thinking, Elementary Secondary Education, Higher Education, \*Learning Strategies, Logical Thinking, Student Motivation, \*Teaching Stills

An analysis is presented of the latest findings from psychology and education on how children acquire complex thinking skills and learn to reason, and how the schools can teach such skills more effectively. the schools can teach such skills more effectively. This paper reviews previous research, highlights successful learning strategies, and makes specific recommendations about problems and directions requiring further study. Among the topics covered are: (1) the nature of thinking and learning; (2) the possibilities of teaching general reasoning; (3) the attempts to improve intelligence; (4) thinking skills in scademic disciplines; (5) methods of cultivating the disposition toward higher order thinking and learning; and (6) the integral role motivation plays in these activities. References are included. (JD)

SP 029 681

Hill, Susan T. And Others
Profile of Education Doctorates: 1976 to 1986.
Center for Education Statistics (OERI/ED), Washington, DC. Report No.—CS-87-385 Pub Date—87

Pub Late—47.
Note—43p.
Pub Type— Numerical/Quantitative Data (110) —
Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, Comparative Analysis, \*Doctoral Degrees, \*Education Majors, Marital Status, National Norms, \*Student tal Status, Characteristics

Characteristics

This report presents trend data from 1976 to 1986
on the number, demographic characteristics, and
fields of specialization of education doctorate recipients. Intended users include education program
planners, education policy analysts, and education
administrators. Charts and text also present information regarding institutions awarding education
doctorates, race and sex of doctorate recipients,
marital status and age of recipients, planned employment after graduation, and comparisons between education doctorate recipients and other
doctorate recipients. Data were derived from the doctorate recipients. Data were derived from the Degrees and Other Formal Awards Conferred sur-vey and the Survey of Earned Doctorates. (CB)

SP 029 692

Cole, Bryan R. A Model for Improved Educational Decision Mak-

Pub Date-Nov 87

Note—32p.; Paper presented at the National Con-ference of the National Council of States on Inser-vice Education (12th, San Diego, CA, November

vice Education (12th, San Diego, CA, November 20-24, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MP01/PO02 Plus Postage.

Descriptors—\*Decision Making Skills, Elementary Secondary Education, Institutional Environment, "Instructional Leadership, \*Models, School Effectiveness, \*Skill Development, Staff Develo

ment
This paper is designed to help educational leaders
improve their decision making strategies (and correspondingly educational practice) by evaluating their
own strategy in concert with a model proposed in
the paper. The proposed model provides eductional
leaders with an enhanced context within which one can effectively analyze and evaluate policies and procedures, critical issues, and decision making pro-cesses, and determine educational practices that will result in more effective schools. The model serves as a framework for analysis and evaluation and ina framework for analysis and evaluation and in-cludes the following components: (1) the founda-tions of education (historical, philosophical, sociological, political and organizational) and how these perspectives should be considered in the deci-son making process and their relationship to admin-istrative behavior and the decision setting; (2) the functions of management and their role in the deci-sion making process; (3) the implications of policy development related to the decision and the policy's enusing procedures with emphasis on the appropriensuing procedures with emphasis on the appropriate level of policy/procedure development and how a policy can be integrated into the life of an organization; and (4) the use of the attributes/findings of the more effective schools research as a criterion for analyzing, evaluating and implementing policies and procedures to carry out the decision. (Author/DF) ensuing procedures with emphasis on the appropri-

SP 029 702 ED 289 835

Khalsa, Guruchiter K. Sifft, Josie M.
The Effects of Educational Kinesiology upon the
Static Balance of Learning Disabled Boys and

Pub Date-87

Girls.
Pub Date—87
Note—9p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, "Exercise, "Kinesthetic Methods, "Learning Disabilities, "Perceptual Motor Coordination, Physical Development, Physical Education, Program Effectiveness, "Psychomotor Skills Identifiers—"Educational Kinesiology This study sought to: (1) determine whether Educational Kinesiology (E-K) integration movements have an effect upon the static balance of learning disabled elementary students; (2) determine if E-K repatterning increases the effects of the movements; and (3) examine possible gender differences. Sixty elementary school students were matched on age and gender, and assigned to one of three groups, repatterend E-K, the E-K movement group or the control group. The students in the repaterned and E-K movement studied E-K exor the control group. The students in the repat-terned and E-K movement groups utilized E-K ex-ercises for 5-minute periods, twice a day, 5 days a

week for 6 weeks. The control group was not involved with E-K at all. Static balance in all three groups was measured using the modified stork stand of Arnheim and Sinclair (1979) before and after the 6-week program. The results of the study support the notion that Educational Kinesiology is an effective interaction of the learning disabled child. The results also suggest that E-K exercises are effective in themselves for that E-K exercises are effective in themselves for improving balance, but the repatterning before the treatment program provides an even greater level of improvement than the movements alone. (JD)

Ellis, Michael J.
The Business of Physical Education, Future of the

Profession. Report No.—ISBN-0-87322-127-3 Pub Date—88

Pub Date—58
Note—222p.
Available from—Human Kinetics Publishers, Inc.,
Marketing Director, Box 5076, Champaign, IL
61820 (\$28.00).

Analyses (070) — Reports

61820 (\$28.00).
Pub Type—Information Analyses (070) — Reports
- Descriptive (141) — Books (010)
Document Not Available from EDRS.
Descriptors—\*Educational Development, \*Educational Sociology, Elementary Secondary Education, \*Futures (of Society), Health Services, \*Physical Education, Social Influences
- Physical Education, Social Influences
- Physical Education, Social Influences

This book presents a survey of the socioeconomic context of physical education and: (1) sketches the roots of the field; (2) relates the field to the changing nature of the society in which it exists; and (3) seeks nature of the society in which it exists, and (3) seeks to predict the nature of the profession, its content, and its relation to society in the future. The first two chapters set the scene by showing that physical education is embedded in the wider society and is also changed by society. It is indicated that the problems for contemporary physical education are rooted in massive forces that have developed in society at large. Chapter 3 discusses the changing demography and geography of the nation as sources of influences on the field. Chapter 4 charts the effects that the reorganization of the health care industry is likely to reorganization of the health care industry is likely to have on physical education and its neighboring fields. Chapters 5 through 7 discuss the changes occurring within physical education. Chapter 8 pro-poses models for physical education to carry it through the next phase of development. The final chapter summarizes the major challenges and op-portunities ahead for physical education. (CB)

SP 029 706 Haywood, Kathleen M. Laboratory Activities for Life Span Motor Devel-

ort No.-ISBN-0-87322-134-6

Report No.—ISBN-0-87322-134-0
Pub Date—88
Note—158p.
Available from—Marketing Director, Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 (\$16.00).

1. Tone—Reports - Descriptive (141)—Books

61820 (\$16.00).

Pub Type—Reports - Descriptive (141) — Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Higher Education, \*Learning Activities, Motor Development, \*Movement Education, \*Physical Education Teachers, \*Preservice Teacher Education, Psychomotor Skills, \*Student Evaluation\* Evaluation

This manual describes motor development labora-This manual describes motor development labora-tory activities to help future physical education teachers observe, assess, measure, and test students in motor skills. A total of 20 laboratory activities are described under five sections geared toward: (1) physical growth and maturation; (2) assessing early motor development; (3) assessing basic motor skills; (4) assessing skills by quantity and task difficulty; and (5) assessing correlates of motor development. Most of the activities include information on objec-tives, activity format, relevant readings, procedures. tives, activity format, relevant readings, procedures, activity forms, illustrations, and discussion questions. Head circumference percentiles and obtions checklist are appended. (CB)

ED 289 838 SP 029 711

Sears, James T. And Others
Investigating Model Teacher Education Reform:
Acclimation-Entering the Teaching Profession.
Pub Date—Oct 87

Note—41p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October, 1987). Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

RIE MAY 1988

EDRS Price - MF01/PC02 Plus Postar

DRS Price - MPDI/PCUZ Plus Postage.
bescriptors—Career Development, Higher Education, \*Internship Programs, \*Preservice Teacher
Education, Program Attitudes, \*Program Effectiveness, \*Student Attitudes, Student Characteristics, Student Recruitment, Teacher Education
Curriculum, \*Teacher Education Programs,
Teacher Education Programs, Teaching Experience tentifiers—\*Bridenthal Internship in Teaching

Identifiers—"Bridenthal Internship in Teaching Program
This paper is an interim report from a six-year study of the Bridenthal Internship in Teaching (BIT) program; an innovative, reform-oriented teacher education program. The data discussed in this paper were collected during the program's "acclimation" phase (1984-1986) experienced by 17 high ability young people, the Bridenthal Interns, who were carefully selected for training and retention in the teaching profession. Periodic audio and video-taped interviews were conducted with participents, parents, staff, and faculty. Several instruments which were designed to gauge career interest, maturity, and value orientation also were administered. Additional data were collected through interns' personal journals, classroom observations, tered. Additional data were collected through in-terns' personal journals, classroom observations, paper-and-pencil instruments, and analysis grounded upon previously collected qualitative data. This paper has four major objectives: (1) to describe the most salient features of the BIT pro-gram; (2) to identify specific characteristics (e.g., the need to maintain an association with a special group) and attitudes (e.g., commitment to teaching) of the interns; (3) to elaborate on the changes in those characteristics and attitudes during the accli-mation phase and in light of their unique preservice teacher education curriculum; and (4) to raise criti-cal issues relevant to recruitment and training in teacher education. (Author)

ED 289 839 SP 029 713

Freeze, Chester R. And Others
Assessment of Performance in Teaching of Student
Teachers.

Assessment of Performance in Teaching of Student Teachers.
Pub Date—88
Note—11p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Classroom Techniques, \*Communication Skills, Higher Education, Observation, \*Planning, Preservice Teacher Education, Student Teacher Attitudes, \*Student Teacher Evaluation, Student Teachers, \*Teaching Skills
The purpose of this study was to gather information on the strengths and needs of student teachers as measured by the Assessment of Performance in Teaching (APT) Instrument. Participants in the study were 194 student teachers, 19 university supervisors, 194 supervisory teachers, and 80 principals. During the semester three scheduled observations of student teacher modal demonstrations were carried out by trained observers using APT measures, and their ratings were compared to corresponding self-observations prepared by the observed student teachers using the same measures. The APT Instrument is divided into five performance dimensions: (1) planning activities; (2) fulfilling instructional responsibilities; (3) using professional classroom management techniques; (4) communicating acceptably; and (5) demonstrating sositive attitude toward students and learning. Each performance dimension was measured by eight to eleven observation statements. Ratings by both the performance dimension was measured by eight to eleven observation statements. Ratings by both the trained and student observers in this study indicated trained and student observers in this study indicated that participants were competent in the five basic performance dimensions. In light of recent studies suggesting the need for better discipline, improved planning, and greater knowledge of subject matter, the study supported definite improvement in the basic preparation of student teachers. Written communication was the single most-missed performance dimension reported by observers and student teachers. (ID) teachers. (JD)

ED 289 840 Southwest Park & Recreation Training Institute 1967 Proceedings (32nd, Kingston, Oklahoma, February 1-4, 1987). Texas Tech Univ., Lubbock. Dept. of Park Adminis-tration and Landscape Architecture. Pub Date—Feb 87

Pub Date—Feb 87
Note—63p.
Available from—Southwest Park & Training Institute, PALA Dept., Texas Tech University, Lubbock, TX 79409 (\$8.00).
Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Landscaping, Land Use, \*Legal Responsibility, Ornamental Horticulture, \*Parks, Program Development, \*Recreational Facilies, Recreational Programs, Turf Management, Vol-

In the first section of this report, summaries are presented of the papers delivered at the General Session of the meeting of the Southwest Park and Recreation Training Institute. The topics were: (1) Risk Aspect of Parks and Recreation; (2) All You Need To Know about Boards and Commissions, but Were Afraid To Ask; (3) Leadership and Organizational Structure; and (4) Murphy's Law of Thermodynamics and Other Rules for Dealing with the Real World. The rest of the report is comprised of 18 summaries of workshop topics that dealt with practical advice, anecdotes of the various problems faced by recreational directors, and suggestions for improving the appearance of parks and recreation areas. (JD) In the first section of this report, summaries are

SP 029 715 The American Teacher 1987. Strengthening Links between Home and School. The Metropolitan Life Survey.

Life Survey. Harris (Louis) and Associates, Inc., New York, Spons Agency-Metropolitan Life Insurance Co., New York, N.Y.

Pub Date 87 Note—123p.; For previous surveys, see ED 247 230, ED 268 076, and ED 283 781. Color graphs

may not reproduce clearly.
Pub Type—Reports - Research (143) — Tests/
Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Dropout Prevention, Elementary Secondary Education, \*Family School Relation-ship, \*Parent Attitudes, \*Parent Participation, Parent Teacher Conferences, \*Parent Teacher Cooperation, \*Teacher Attitudes

Cooperation, \*Teacher Attitudes A survey conducted in May and June of 1987 sought the opinions of parents and teachers on how they view one another's role and performance in the education of children. The survey also measured the extent to which they were in agreement or disagreement about ways to strengthen home-school links. The resulting data are based on interviews with 1,002 teachers and 2,011 parents with children in the public schools. Information is given on: (1) a profile of American parents with children in the public schools; (2) how parents and teachers view key aspects of home and school; (3) barriers to greater contact between home and school; (4) desired versus actual contact between home and greater contact between home and school; (4) desired versus actual contact between home and school; (5) forging stronger links between home and school; (6) attacking two problems that need cooperation from home and school (children with problems and dropouts); and (7) teachers' job satisfaction connected to relations between home and school. Data are presented on tables and charts with narrative observations. The detailed survey methodology is provided in Appendix A. Appendix B includes the two survey questionnaires showing the marginal frequencies for all questions. (JD)

SP 029 717 Sherrill, Claudine, Ed. Leadership Training is ership Training in Adapted Physical Educa-

tion.

Report No.—ISBN-0-87322-101-X
Pub Date—Jan 88
Note—512p.
Available from—Human Kinetic Publishers, Inc.,
Box 5076, Champaign, IL 61820 (\$38.00).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Books (010)
Document Not Available from EDRS.
Descriptors—"Adapted Physical Education, Ancillary School Services, "Delivery Systems, Higher Education, "Leadership Training, "Physical Education Teachers, Program Development, "Teacher Education, Trend Analysis This text explores new directions in teacher train-

\*Teacher Education, Trend Analysis
This text explores new directions in teacher training and service delivery and is designed to help shape the future of adapted physical education as a discipline and as a profession. It provides a comprehensive overview of the history and philosophy of the field, discussions on future trends, and ideas on current issues in adapted physical education. Topics covered include: (1) leadership training; (2) advocacy; (3) legislation; (4) writing grants; (5) serving in professional organizations; (6) publishing articles; (7) conducting research; (8) developing graduate curricula; and (9) providing in-service training. The

text is divided into three parts: (1) Foundations of Adapted Physical Education Teacher Training; (2) Service Delivery in the Public Schools: Functions of the Adapted Physical Education Specialist; and (3) Adapsted Physical Education Teacher Training Ap-proaches, Programs, and Pedagogies. (JD)

SP 029 718

Pietcher, Patricia Tarr
An Annotated Bibliography of Current Literature
Dealing with Teacher Stress and Burnout:
Causes, Effects, and Management.
Pub Date—Jun 87

Pub Date—Jun 87
Note—38p.; Exit Project, Indiana University at South Bend.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education,

EDRS Price - MF01/PC02 Pins Postage.
Descriptors—Elementary Secondary Education,
Organizational Climate, Role Conflict, \*Stress
Management, \*Stress Variables, Teacher Attitudes, \*Teacher Burnout, Teaching Conditions
Brief abstracts are presented of recent articles
dealing with teacher stress and burnout. The first
section of this bibliography includes writings on the
causes of stress and burnout. The second section
concentrates on the symptoms and effects of
teacher burnout upon the teacher, students, and
achools. In the last section, methods of stress reduction and management of stress once it has been
diagnosed are explored. (JD)

SP 029 719

Read, Karen Elizabeth
An Annotated Bibliography Concerning Teacher
Stress and Burnout: Causes and Management
Techniques.

Techniques.
Pub Date—Jun 87
Note—49p; Exit Project, Indiana University at South Bend. Light print may affect legibility.
Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)
EDRS Price - MF01/P02 Plus Postage.
Descriptors—Educational Environment, Elementary Secondary Education, Organizational Climate, 'Stress Management, 'Stress Variables, Teacher Attitudes, 'Teacher Burnout, Teacher Morale, Teaching Conditions
This study examined the causes of teacher stress and the stress management techniques that are available. An annotated bibliography of research reports on the causes and management of stress focuses upon the areas of the classroom, the school organization, and individual and personal factors. The purpose of the study was to present evidence supporting the concept that individual stress management plans are a necessary tool for teachers and are available. A second purpose was to call attention to the fact that the organizational structure of school systems is a contributing factor to teacher stress. Possible structural changes, as well as improved staff development programs, that could help teachers meet the demands placed upon them are suggested. A glossary of terms and descriptions of testing instruments are included. (JD)

SP 029 720

Kwasneski, Kimberly A. Class Size and Educational Effectiveness. Pub Date—Nov 87

Note—39p.; Exit Project, Indiana University at South Bend.

South Bend.

Pub Type—Reference Materials - Bibliographies
(131) — Information Analyses (070)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Academic Achievement, Classroom

Environment, \*Class Size, Elementary Secondary

Education, Instructional Effectiveness, Small

Classes, Student Attitudes, Student Behavior,

Teacher Attitudes, \*Teacher Student Ratio, Test

Results.

Results
Brief abstracts of research studies on the subject
of the relationship between class size and student
achievement are presented in this bibliography. The
first part of the study examines the research concerned with the reduction of class size and the posicerned with the reduction of class size and the posi-tive effects it has on student achievement, particularly in the areas of reading and mathemat-ics. The second part reviews the research that sup-ports greater achievement gains with larger classes. The final area of concentration deals with the re-search studies showing no difference in student achievement with regard to class size. Particular at-tention is paid throughout the study to the statistical significance of test scores. Also, some research con-sidering the effect class size has on student and teacher attitudes, student behavior, and classroom environment is included. (JD)

SP 029 730

Burke, Peter J. And Others
The Teacher Career Cycle: Model Development
and Research Report.
But Development

and Research negative Pub Date—Apr 87
Note—Spp.; Paper presented at the Annual MeetNote—Spp.; Paper presented at the

Note—59p.; Paper presented at the Annual Mesing of the American Educational Research Association (Washington, DC, April 20-24, 1987). Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF0I/PC03 Plus Postage.
Descriptors—"Career Ladders, \*Delivery Systems, Elementary Secondary Education, \*Incentives, Individual Needs, \*Organizational Climate, \*Professional Development, Research Needs, \*Teacher Attitudes, Teacher Characteristics, Vocational Maturity. cational Maturity

This study flows from a theoretical model that views teachers' careers in the context of a social systems approach. This paper reports an effort to utilize model building to generate research. A disutilize model building to generate research. A dis-cussion is first presented on the process of model building, and a working model of teacher career stages is presented. The model is based on the fol-lowing phases of a teaching career: (1) pre-service; (2) induction; (3) competency building; (4) enthusi-astic and growing; (5) career frustration; (6) stable and stagnant; (7) career wind-down; and (8) career exit. The concerns and characteristics of teachers. and stagnant; (7) career wind-down; and (8) career exit. The concerns and characteristics of teachers during each of these phases are described. A discussion is presented on the personal and organizational influences on the teacher's career cycle. Incentives for professional growth are analyzed, and a review is offered of diverse professional delivery modes. The research questions that formed the foundation for this study were derived from the Teacher Career Cycle Model. These questions concerned whether or not there are differences among career stages or not there are differences among career stages with regard to: (1) self-reported characteristics of teachers; (2) teacher identified personal and organiteachers, (2) teacher identified personal and organizational environmental influences; (3) teacher identified appropriate incentives and rewards; and (4) teacher identified appropriate professional delivery models. Implications of the research findings are reviewed in terms of refinement of the Career Cycle. Model and future research and practice. A 67-item reference list is included. (JD)

SP 029 732

Strickland, James F., Jr. And Others
Preservice Teachers' Perceptions of Qualities Exhibited by Effective Teachers.

Pub Date—[86] Note—16p.; For a related document, see ED 279

623.

Bub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— "Education Majors, Elementary Secondary Education, Higher Education, Preservice Teacher Education, "Student Attitudes, "Teacher Characteristics, "Teacher Effectiveness, Teacher Student Relationship, "Teaching Skills

Student Relationship, "Teaching Skills
This study sought to determine preservice teachers' perceptions of qualities exhibited by effective
teachers, and differences in perceptions among
groups of preservice teachers categorized on the baais of four background variables: (1) academic major; (2) sex; (3) cumulative grade point average; and
(4) stage of academic development in a teacher
preparation program. Subjects of the study were 336
preservice teachers. The survey instrument used in
the study collected background information and ratings on 19 different qualities as to whether they
were very important, important, or not important
for effective teachers. An analysis of the findings
noted as significant that considerations of pedagogy, subject-matter knowledge, and concern for gogy, subject-matter knowledge, and concern for students were all represented students were all represented among the set of teacher qualities rated most highly. Results indicated a tendency among elementary and special ed-ucation majors to attach more importance to certain student-centered qualities than did secondary and health and physical education majors. Secondary majors tended to attach more importance to certain subject-matter qualities. Survey findings are presented in tables. (ID)

ED 289 848

Flaitz, Jim Non-Acade sic Indicators of Teacher Effectiveness-A Review of the Literature.
Pub Date—11 Nov 87
Note—20p.; Paper presented at the Annual Meet-

ing of the Mid-South Educational Research Assoing of the Min-South Educational Research Asso-ciation (Mobile, AL, November 11, 1987).

Pub Type—Speeches/Meeting Papers (150) — In-formation Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, \*Affective Be-havior. \*Constitus Stute Ellementers Secondary

Descriptors—Admission Crieris, "Affective Behavior, "Cognitive Style, Elementary Secondary Education, Ethics, "Interpersonal Competence, Moral Values, "Personality Traits, Preservice Teacher Education, Teacher Behavior, "Teacher Characteristics, "Teacher Effectiveness Levisle steep have been taken at the national and

Initial steps have been taken at the national and state levels to eventually implement more rigorous procedures for screening and selecting teacher canprocedures for screening and selecting teacher can-didates. In most instances, however, the early stages of this process have focused primarily upon aca-demic criteria for selection. Several research projects in recent years have attempted to identify and study "effective" teachers, and these efforts have suggested that many of the significant vari-ables that seem to be associated with effective teaching are non-academic in nature. Instead, they indicate that personality factors, affective variables and value system factors, among others, are imporand value system factors, among others, are impor-tant in understanding the characteristics of effective teaching. The review of literature undertaken in this study was intended to compile the findings of the numerous investigations into non-academic factors associated with effective teaching and to analyze associated with effective teaching and to analyze those findings to discover common patterns and trends. Conclusions were drawn and offered for consideration in the development of national and state certification procedures. Suggestions were also made for how this information can be integrated to the executive for identification of the legislate teaching to the control of the co into procedures for identifying and selecting teacher education candidates for admission to teacher train-ing programs. Sixty-eight references are appended. (Author/ID)

SP 029 734 Kirby, Jill S. Bailey, Carolyn J. Teacher In-Service Education: A Needs Assess

Pub Date-11 Nov 87

Pub Date—11 Nov 8/ Note—22p; Paper presented at the Annual Meet-ing of the Mid-South Educational Research Asso-ciation (Mobile, AL, November 11, 1987). Pub Typo—Speeches/Meeting Papers (150) — Re-ports - Research (143) — Tests/Questionnaires

ports (160)

EDRS Price - MF01/PC01 Plus Postage. EDNS Price - MF01/PC01 Plus Postage.
Descriptors—College School Cooperation, \*Decision Making, \*Delivery Systems, Elementary Secondary Education, Higher Education, Inservice Teacher Education, \*Needs Assessment, \*Program Development, \*Staff Development, Teacher Participation, Teacher Workshops
The involvement of teaching and administrative staff in a decision making procedure that forms.

staff in a decision making procedure that focuses upon their perceived needs has been recognized as central to the success of a staff development program. This concept was the premise upon which the University of Alabama/Livingston Teacher In-Service Center conducted a needs assessment and planned its activities for 1986-87. The Center is one of eleven in the state charged with providing public school personnel with rigorous inservice training in identified critical needs areas. Prior to initiation of Center activities, several needs assessments were conducted to ascertain perceived training needs and priorities of personnel. Through two training cycles, priorities of personnel. Through two training cycles, these needs assessments were updated annually using data gathered from individual workshop evaluations. Because these data were generated exclusively by workshop participants, determining the needs of personnel who had not yet been served by the Center was considered important. In order to accomplish this, a region-wide population survey of personnel in 12 school systems was conducted. This personnel in 12 school systems was conducted. This paper describes procedures used in conducting the survey, results obtained, and application of the results in planning inservice workshop offerings. The survey instrument is appended. (JD)

SP 029 735 Hopfengardner, Jerrold D. Leahy, Peggy E. Beyond Induction: A Collegial Support System for

Experienced Teachers. Pub Date—Dec 87

Pub Date—Dec 87
Note—21p; Paper presented at the National Staff
Development Council Conference (Seattle, WA,
November 30-December 4, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PO1 Plus Postage.
Descriptors—\*College School Cooperation, Ele-

mentary Secondary Education, Higher Educa mentary secondary Education, right Educa-tion, \*Inservice Teacher Education, Instructional Development, \*Social Support Groups, Teacher Ef-fectiveness, Teaching Experience, \*Tutoring Identifiers—\*Collegiality
This document describes a mentoring network for mid-career teachers—a natural extension beyond the

mid-career teachers-a natural extension beyond the induction stage. The focus for this presentation is the anatomy of change through colleague-led staff development. The noteworthy elements of this approach are as follows: (1) the voluntary participaproach are as follows: (1) the voluntary participa-tion of effective elementary and secondary teachers systematically assisting each other to fine tune their instructional skills; (2) formative evaluation excluinstructional skills; (2) formative evaluation exclusive of administrative involvement; (3) university/school district resources focused on teacher-initiated instructional change; (4) internal and external program support; and (5) a self-perpetuating change model empowering teachers in the district to expand and enhance their instructional competencies. (Author/JD)

ED 289 851 SP 029 736 Tooredman, Kathryn J.

Teacher Shortages: Truth and Consequences. Pub Date—21 Nov 87

Note—24p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987).

20-24, 1987).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Trends, Elementary Secondary Education, \*Enrollment Trends, Labor Market, Reentry Workers, \*Teacher Recruitment, Teacher Salaries, \*Teacher Shortage, Teacher Student Ratio, \*Teacher Supply and Demand, Teaching Conditions

This paper provides a broad overview of the teacher shortage situation and concludes that shortages may occur during the next 10 years, depending

ages may occur during the next 10 years, depending upon the factors of supply and demand. Demand, it appears, will increase until an additional 200,000 teachers will be needed by 1990. The supply of teachers may increase enough to met this demand, but this depends upon such issues as the attractiveness of the profession to present and future jobseek-ers, the probability of certified individuals in the reserve pool reentering teaching, and the impact of alternative methods of state certification of teachers. It seems clear that not all districts will be able to fill all vacancies, depending upon the district's region, degree of urbanization, its salary, benefits and working conditions, the subject areas to be filled, and the racial or cultural diversity that may be desired in the teaching staff. The paper then s gests a variety of strategies that may be used by districts to attract teachers to their schools, retain the teachers they currently employ, and use teachers in the most productive way possible. (Au-

Ashbaker, Betty Y. Bench, Varnell A. Davis County School District/Utah State University Development of Leadership in School Administration. A Partnership Program 1987-88, Pub Date—23 Nov 87

Note—14p.; Paper presented at the National Con-ference of the National Council of States on Inser-vice Education (12th, San Diego, CA, November 20-24, 1987).

20-24, 1987).

Pub Type — Specches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Selection, \*College School Cooperation, Curriculum Development, Elementary Secondary Education, Higher Education, \*Inservice Teacher Education, \*Leadership Training, \*Professional Development Identifiers—\*Davis School District UT, \*Utah State Linkersite\*

Identifiers—\*Davi

State University
Not unlike many public school districts, Davis
County School District (Utah) has had limited administrative turnover in the past decade. However,
the state has been endorsing the trend toward retirement at 55 years of age and 25 years of experience,
leaving the public schools with a potential "en
masse" turnover of 35.8 percent of the administrative staff. Many replacements would be needed, and
the pool must be large enough to include women.
Through a cooperative program between the school
district and Utah State University, relevant, current,
and practical training courses were developed.

Courses were delivered on site in the school district. The spring of 1987 and the autumn of the 1987-88 school year saw the dramatic turnover. Teachers had been trained in the administrative/supervisory program and were ready to apply as the positions were vacated. A report of the number of new princi-pals hired in the district, the increase in the number of female principals, and an overview of the numbers and quality of applicants are analyzed as validation of the program's success. (Author/JD).

SP 029 750 Speak, Lynda Britton, Nancy
What Do Staff Developers Need To Know about
Implementation of Training?
Pub Date—[87]

Pub Date—[87]
Note—30p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Course Content, Elementary Education, "Inservice Teacher Education, "Knowledge Level, Program Development, "Program Effectiveness, Research Utilization, Staff Development, "Teacher Attitudes
This raper, describes a study which explored the

ment, "Teacher Attitudes
This paper describes a study which explored the
variables of teacher knowledge of content, teacher
attitude toward the content, and span of time with
regard to implementation of selected teaching practices in the elementary classroom. The 32 elementary classroom teachers who comprised the sample
received 2 days of training in instructional practices
based on the work of Madeline Hunter. Upon completion of the training, the teachers completed a test pletion of the training, the teachers completed a test designed to measure content knowledge and attitude. Using the test data, four strata were determined. Teachers in each stratum were observed four weeks after completion of the training and again eight weeks after the training. An implementation score was determined for each of the classroom observations. Results indicate that high content servations. Results indicate that high contents knowledge had a significant relationship to class-room implementation. No significance was found for attitude or for span of time in terms of their relationship to classroom implementation. Factors that may explain these findings are presented as well as suggestions for further research. (Author)

SP 029 754 ED 289 854

Jerick, Kenneth F.

A Survey of Pre-service Teachers Enrolled in a General Methods Course with Perceptions of Micro-teaching Laboratory toward Various Components of the Experience.

ponents of the Experience.
Pub Date—Apr 86
Note—41p; Paper presented at the Regional Spring
Mini-Clinic of the Association of Teacher Educators (Oak Brook, IL, April 25-26, 1986).
Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143) — Tests/Questionnaires

(160)
EDRS Price - MF01/PC02 Plus Postage.
Florentery Secondary Education,

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Higher Education, "Instructional Effectiveness, "Methods Courses, "Microteaching, Preservice Teacher Education, "Student Attitudes, "Supervicery Methods, Teacher Education Curriculum This study assessed the reactions of 39 teacher candidates toward the following components of a general methods course, "Micro-Teaching: Practice in Teaching Techniques": (1) instruction in methods; (2) pre-teaching conferences; (3) laboratory teaching; and (4) post-teaching conferences to subjects, who were enrolled in two sections of the course, had chosen their fields of specialization in English, mathematics, science, and social studies. An analysis of the responses to the 54-item questionnaire and supervisor rating form supported the following conclusions: (1) the overwhelming majority of the subjects found the four components of the course effective and mutally supportive, although differences were found between students enrolled in the two sections of the course; (2) clarity of goals and relationships between class content and laboratory practice was found to be a problem for some topics in one or another of the two sections, and (3) the data can be interpreted as suggesting that clinical supervision was implemented and senerally topics in one or another of the two sections; and (3) the data can be interpreted as suggesting that clinical supervision was implemented and generally found to be effective in obtaining laboratory goals of reflective self-analysis. A copy of the questionnaire is appended along with comments from the subjects.

ED 289 855 SP 029 758

Cole, Donna J. McCormick, Theresa Infusion of International Perspectives into Under-graduate Teacher Education Programs.

Pub Date—Nov 87

Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, \*Global Approach, Higher Education, \*International Education, \*Multicultural Education, Political Issues, Public Schools, \*Teacher Education Curriculum, \*Teacher Education Programs, World Problems

Addressing the need for greater global supersections.

Addressing the need for greater global awareness, public school educators have begun the infusion of global education concepts, such as interdependence, culture, community, and change into the curricuculture, community, and change into the curriculum. Global issues and problems, unique and universal human values, the world economy, and
international organizations are stressed in the content of a typical global education program. This paper summarizes two universities' deliberate
movements toward developing international understanding in future teachers. An overview is presented of the efforts at Iowa State University to provide students with an education that engenders understanding and appreciation of global cultural, social, economic, and political differences. Specific aspects of infusion of an international perspective aspects of infusion of an international perspective into the undergraduate teacher education program are discussed. In a discussion on the infusion of global awareness into the teacher education program at Wittenberg University (Ohio), descriptions are given of two courses: "International and Comparative Issues in Education" and "Multicultural Education: Toward a Cultural Pluralistic Perspective." It is suggested that teacher educators should encourage the adoption of state requirements for certification that include international/global education and extend the acopt of international/global education and extend the acopt of international cation and extend the score of international educa-tion beyond cultural concepts to include political aspects also. (JD)

ED 289 856 SP 029 759

Barger, Josephine C. And Others

Are Beginning Teachers "Bottom of the Barrel"

An Institutional Study of the Academic Quality
of Teacher Certification Graduates, 1982-1986. Pub Date-Feb 88

Pub Date—Feb 88

Note—18p.; Paper presented at the Annual Conference of the Association of Teacher Educators (68th, San Diego, CA, February 13-17, 1988). For related document, see ED 268 093.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

ports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Academic Achievement, "Beginning Teachers, Comparative Analysis, "Education Majors, Followup Studies, "Grade Point Average, Higher Education, Treservice Teacher Education, Teacher Certification, Teacher Employment." ployment

ployment
All graduates of Eastern Illinois University from
1982, 1983, 1984, 1985, and 1986 (n=9687) were
compared on high school predictor scores (American College Testing-ACTs-and class ranks) and
university grade point averages (GPA)-cumulative
GPA, junior and senior GPA, and junior and senior
GPA adjusted by removing professional education
courses. Teacher certification graduates were found
to be significantly inferior to non-certification graduates on all ACT scores, but significantly superior
on all university grade point averages. These findings are supported by citations of similar research
which has broader longitudinal and latitudinal dimensions. The findings of "A Nation at Risk" regarding the inferiority of beginning teachers are
therefore rejected. (Author)

ED 289 857 SP 029 760

Uhlig, George Haberman, Martin
A Study of Faculty Development Practices in
Schools, Colleges and Departments of Educa-

Pub Date-Dec 87

Pub Date—Dec 87

Note—14p.

Pub Type— Reports - Research (143)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Career Development, \*College Faculty, \*Paculty Development, Higher Education, \*Professional Development, \*Teacher Educators, Teacher Improvement Member institutions of the American Association of Colleges for Teacher Education were surveyed to determine the nature and extent of faculty developed.

of Couleges for Teacher Education were surveyed to determine the nature and extent of faculty develop-ment activities. Responding institutions placed 27 specific developmental activities in rank order. The top five items were a system of sabbaticals, teaching awards, peer review, professional travel, and the use

of student ratings. The items ranked lowest included providing faculty help in developing new methods of teaching, improving faculty's existing methods of teaching, developing course syllabi, constructing tests, and providing guidance and counseling retests, and providing guidance and counseling re-garding new careers or career development. The use of microcomputers and issues related to certifica-tion are the most frequent subjects of workshops offered to faculty, while upgrading research skills and grant writing are the most infrequent topics. Low cost and traditional activities were reported most frequently. The assumption that professional educators are involved in faculty development ac-tivities that are adequate, or in any way imaginative, is not supported by this study. (Author/JD)

ED 289 858 SP 029 761

Ward, Cynthia A. And Others
A Rural State's Future: Issues and Solutions for Teacher Supply and Demand in Mississippi. Mississipp State Dept. of Education, Jackson. Pub Date—87

Note—46p.
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.

DMS Price - MP01/PCJ2 Pass Postage, bescriptors - Elementary Secondary Education, Employment Patterns, Minority Group Teachers, Teacher Certification, "Teacher Shortage, "Teacher Student Ratio, "Teacher Supply and Demand, "Trend Analysis dentifiers—"Alternative Teacher Certification, Identifiers-\*Alternative

Mississippi This study examines the issues of teaching out-of-field and the issuance of emergency certificates in Mississippi school districts as well as student-teacher ratios in schools and the problem of a shortage of minority teachers. The implications inherent in these issues are discussed along with recommendations for solutions to the problems. Data collected from a survey of the schools are presented in tables and charts. Six tables and 12 graphs are included. (JD) included. (JD)

SP 029 764 ED 289 859 Ayers, Jerry B. And Others
Institutional Needs and Teacher Education Program Evaluation. A Symposium.
Pub Date—Nov 87
Notes 27

Pub Date—Nov 87
Note—37p.; Papers presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987). The work reported in this document was supported in part by a grant from the State of Tennessee through the Centers of Excellence program. Pub Type—Collected Works—Proceedings (021)—Reports—Descriptive (141)
EDRS Price—MF01/PO2 Plus Postage.
Descriptors—Evaluation Methods, "Evaluation Needs, "Evaluation Problems, Higher Education, "Institutional Characteristics, Needs Assessment, Preservice Teacher Education, "Programs Evaluation, The papers presented at this symposium offer discussions on the program evaluation needs of three categories of teacher education institutions. An in-

categories of teacher education institutions. An in-troductory paper examines state-of-the-art teacher education program evaluation, the requirements of national and regional accreditation agencies, and national and regional accreditation agencies, and the evaluation requirements involved in the state approval of teacher education programs. The first paper focuses on the specific needs of small colleges, the constraints that are placed on such institutions (i.,e., resources and governance requirements), the need for help, and the need for systems that can be implemented with limited resources. The second paper deals with the evaluation problems of regional state universities, the constraints on the work that per deals with the evaluation problems of regional state universities, the constraints on the work that can be carried out by such institutions, and ways that the evaluation process can be improved. The third paper discusses the problems of large multi-purpose institutions. The papers are summarized and critiqued in a final paper which synthesizes the papers into the common and unique needs of the three types of institutions. (JD)

SP 029 766 ED 289 860 Bee, Clifford P.

oc. Clifford P. And Others

mproving Teaching: A Partnership Success Story.

San Diego State University and La Mesa-Spring
Valley School District: Partners in Education.

Valley School District: Partners in Education.

Pub Date—88

Note—11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).

Pub Type— Reports - Descriptive (141) —

Speches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*College School Cooperation, \*Cooperative Programs, Higher Education, Inservice Teacher Education, Middle Schools, Preservice Teacher Education, Middle Schools, Preservice Teacher Education, \*Program Development, \*Program Effectiveness, Secondary Education, \*Shared Resources and Services Identifiers—California
A description is given of a collaborative effort between a state university and a middle school in California. The program is designed to attract, train, and retain future teachers. Among other factors, the program explores effective instruction, curriculum strategies, utilizing clinical supervision, and current teaching/learning techniques. An outline provides information on the responsibilities and incentives for the middle school staff, the responsibilities of the university school of education, the responsibilities of the university school of education, the responsibilities of the university school of sudents. A history time frame of the program is presented as well as a 1987-83 timeline for program objectives and activities. (JD)
ED 289 861 SP 029 767

Catherall, Thomas, Ed. Hafen, William J., Ed. Intermountain Leisure Symposium Proceeding (Provo, Utah, November 17, 1983). Pub Dato—74p. SP 029 767

Note—74p.

Pub Type—Collected Works - Proceedings (021)—
Reports - Descriptive (141)

Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Choice, \*Leisure Time, \*Outdoor Education, Parks, \*Program Development, \*Recreational Facilities, Safety, School Community Relationship, \*Thera
parts, \*December 1.

door Education, Parks, "Program Development, 
"Recreational Activities, Recreational Facilities, 
Safety, School Community Relationship, "Therapeutic Recreation
The following papers are included in these proceedings: (1) "A Needs Assessment for Computer 
Applications" (Bruce Holley); (2) "The Home, 
School, Community Partnership through Community Education" (Jim Burgon); (3) "Building Level 
Coordinators-How They Spend Their Time" 
(Burton Olsen and Murray Meazaroa); (4) "Programming and Financing the Cultural Arts" (LeRoy 
Dennis and Vern Holte); (5) "Safety Town-A Sure 
Bet for Tota" (Kent Perkins); (6) "Megatrends that 
Transform Our Professional Lives" (Howard Gray); 
(7) "Recreational Usufruct Rights" (Daniel Dustin); 
(8) "Phoenix Foundations-A Practical Look at Two 
Successful Models" (Michael Whiting); (9) "The 
Commercialization of Public Recreation" (Robert 
Snow); (10) "Listening to Utah County" (Tom 
Catherall); (11) "Recreational Clowning: The Fine 
Art of Buffoonery" (Gary Willden); (12) "From 
Campus to Career: The Orientation Process May Be 
the Key to Success" (Mike Vander Griend); (13) "Techniques of Effective Public Speaking" (Craig 
Kelacy); (14) "Outdoor Adventure Leadership: A 
Study of Current Isaues Facing the Profession" 
(Alan Ewert and William Johnson); (15) "Adding 
Youth Adventure Programs to Municipal Recreation; (Dale Cruse and Michael Huffman); (16) "A 
Study of Operations and Activities of an Off-Road 
Vehicle Sports Park" (Earl Williams); (17) "Rashes, 
Bashes, Crashes: Outdoor Recreation Risks" (Gary 
Willden); (18) "Responding to Conflict" (Richard 
Heaps); (19) "Rehabilitation, Prevention, and 
Maintenance Orientations for Therapeutic Recreation; (Dale Cruse and Michael Huffman); (16) "As 
Budy of Operations and Activities of an Off-Road 
Vehicle Sports Park" (Earl Williams); (17) "Rashes, 
Bashes, Crashes: Outdoor Recreation Risks" (Gary 
Willden); (18) "Responding to Conflict" (Richard 
Heaps); (19) "Rehabilitation, Prevention, and 
Maintenance Orientations for

ED 289 862 SP 029 770 Seeman, Howard Seeman, Atowaru
Preventing Classroom Discipline Problems. A
Guide for Educators.
Report No.—ISBN-0-87762-533-6
Pub Date—Jan 88

Pub Date—Jan of Note—313p.

Available from—Technomic Publishing Co., Inc., 851 New Holland Ave., Box 3535, Lancaster, PA 17604 (\$29.00).
Pub Type— Guides - Non-Classroom (055) —
Books (010)

Document Not Available from EDRS.

Descriptors—Classroom Communication, \*Class-

room Techniques, Discipline Policy, \*Discipline Problems, Elementary Secondary Education, Higher Education, Preservice Teacher Education, Student Motivation, \*Teacher Response, \*Teacher Student Relationship This book presents suggestions for preventing and handling discipline problems that can be immediately applied by the teachers on the prospective teachers. The book can either be used as a "self-help guide" for the classroom teacher, or as a "training manual" for teacher-educators and administrators. Each chapter offers an explanation of the discipline problem, a description of the skills needed to remedy the problem, actual reports from teachers who had these problems and learned coping skills, and training exercises and checklists. The book is divided into three parts: (1) Understanding the Problem and the Proper Approach; (2) Prevention: The Sources of Disruptive Behavior; and (3) Handling the Sources of Disruptive Behavior. An indexed, systematic list of sources of disruptive behavior and remedies are appended. (JD)

SP 029 773

Shulman, Judith H.
Expert Witnesses: Mentor Teachers and Their Colleagues.

Shulman, Judith H.

Expert Witnesses: Mentor Teachers and Their Calleagues.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related document see SP 029 774.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF91/PC02 Plus Postage.

Descriptors—\*Administrator Role, Beginning Teachers, Elementary Secondary Education, "Master Teachers, \*Mentors, Peer Relationship, Principals, \*Role Conflict, \*Teacher Administrator Relationship, Teacher Evaluation

This paper illustrates the tensions that can arise between mentors and administrators as they seek to implement a new definition of their respective roles. The paper focuses on the strains of the mentor/principal relationship in the Los Angeles Unified School District, California. The problem examined is that of the complications faced by mentor teachers in asserting the role of instructional leader with principals who have traditionally assumed that role. Twenty-two mentor teachers each wrote six vignettes describing their successful and less successful experiences with their assigned mentee teachers, and their relationships with administrators and other colleagues. An analysis is presented of six vignettes describing their successful and less successful experiences with their assigned mentee teachers, and their relationships with administrators and other colleagues. An analysis is presented of six vignettes describing their successful and less successful experiences with their assigned mentee teachers, and their relationships with administrators and other colleagues. An analysis is presented of six vignettes describing their successful and less and cessful experiences with their assigned mentee teachers, and their relationships with administrators and other colleagues. An analys frustration when they work with medi phytes. Some of the cases are accompanied by reactions from other teachers. A discussion of the analysis highlights problems in the areas of nation-wide induction programs, and the evaluation of teachers. Two model teacher evaluation systems are briefly described. (JD)

ED 289 864 SP 029 774
Shulman, Judith H. Colbert, Joel A.
Cases as Catalysts for Cases.
Far West Lab, for Educational Research and Development, San Francisco, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Phy Date, Agr 87

and Improvement (ED), Washington, DC.
Pub Date—Apr 87
Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related document, see SP 029 773.
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, Elementary Secondary Education, Inservice Teacher Education, "Interprofessional Relationship, "Master Teachers, "Mentors, "Personal Narratives, Program Development, Teacher Role, "Teaching Experience For the past three years, case studies have been conducted of a school district's implementation of the California Mentor Teacher Program. For two of

the case studies, interview data of mentors and their mentees were distilled into vignettes about how mentors and teachers worked together. At the end of this project, researchers used several research-based vignettes of teachers' interactions with mentor teachers during inservice activities with local mentor teachers, staff developers, and district administrators. The vignettes served as a catalyst to stimulate discussion about issues concerning the new role of mentor teachers. These vignettes were then incorportated into a casebook that integrated research knowledge with practitioner knowledge. These casebooks are part of a larger effort to build and use practitioner knowledge in teaching and These casebooks are part of a larger effort to build and use practitioner knowledge in teaching and teacher education. This report begins with a description of the background of the project and a site description of the Los Angeles Unified School District (LAUDS) where the data were collected. This is followed by an account of the evolution of the cases and the casebook. The last section discusses how the escabook each be used in teacher training. how the casebook can be used in teacher training, and in particular, how one school district (LAUSD) is using the casebook for mentor training. (JD)

SF 029 76 Carlson, Ronald P., Ed. Ideas II. A Sharing of Teaching Practices by Secondary School Physical Education Practitio-

ners.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education. Report No.—ISBN-0-88314-264-3

Pub Date—84

Note—155p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance Publications, P.O. Box 704, Waldorf, MD 20601 (39.95).

Pub Type—Reports - Descriptive (141) — Guides

Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.
Descriptors—Adapted Physical Education, Athletics, Educational Games, Health Education, \*Learning Activities, \*Physical Education, \*Physical Fitness, Secondary Education, \*Teaching Methods

ing Methods

This book describes physical education activity teaching ideas for the secondary school level. The first section describes curriculum ideas in such areas the section describes curriculum ideas in such areas the section describes curriculum describes curriculum ideas in such areas and adversarion quality control, elecas adapted physical education, quality control, elec-tive physical education, and advanced physical edutive pnysical education, and advanced physical edu-cation. Section II describes instructional ideas involving peer teaching, skill improvement, individ-ualized instruction, and grading techniques. Games and activities ideas presented in Section III include juggling, gymnastics, hockey, and tennis. Section IV describes such alternative content ideas jugging, gymnasics, notacy, and teams, Section Iv describes such alternative content ideas as stress management, injury prevention, orienteering, and adventure actualization. Section V describes fit-ness-related ideas, including circuit training, teach-ing self-direction, and cardiovascular fitness. (CB)

-51p.

ED 289 866 SP 029 782
Seefeldt. Vern Vogel, Paul
The Value of Physical Activity.
American Alliance for Health, Physical Education,
Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
Report No.—ISBN-0-88314-336-4
Pub Date—86

Note—51p. Available from—AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 (\$4.95). Pub Type— Information Analyses (070) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage. PC Not Avaniable from EDRS.

Descriptors—Academic Achievement, Aging (Indiaviduals), Elementary Secondary Education, "Exercise Physiology, Mental Health, Motor Development, Physical Activity Level, "Physical Fitness, Psychomotor Skills, "Well Being This booklet summarizes results of research and interactive stress that had been collected in a source."

This booklet summarizes results of research and literature reviews that had been collected in a source book titled "Physical Activity & Well-Being" and published in 1986 by the National Association for Sport and Physical Education. The evidence presented suggests that exercise can reduce or delay the undesirable effects of many degenerative diseases and concurrently serves as a therapeutic agent in mental and physical illnesses. Separate sections of this booklet describe: (1) the benefits of physical activity; (2) motor skill acquisition; (3) physical growth and biological maturation; (4) skilled performance and health-related fitness; (5) neuromuscular

function and scademic schievement; (6) mental, so-cial, and moral development; and (7) special condi-tions, aging, and activity. A position paper is also presented dealing with the contributions of physical activities to well-being. A glossary of terms is in-

Dougherty, Neil J., IV, Ed.

Principles of Safety in Physical Education and
Sport. SP 029 783

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education. Report No.—ISBN-0-88314-345-3
Pub Date—87
Notes 1867

Pub Date—87
Note—186p.; Photographs will not reproduce well.
Available from—AAHPERD Publications, P.O.
Box 704, Waldorf, MD 20601 (\$12.95).
Pub Type—Reports - Descriptive (141) — Guides
- Non-Classroom (055) — Collected Works General (020)

EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—"Athletics, Elementary Secondary Education, First Aid, Injuries, Legal Responsibility, "Physical Education, "Safety, Teacher Role This book was designed to provide the professional with a straightforward and complete resource for those factors that must be considered in the provision of safe units of instruction in the commonly usualt source and activities. Twenty-one chapters vision of safe units of instruction in the commonly taught sports and activities. Twenty-one chapters provide essential information, checkiists, and outlines, as well as ways to ensure student safety. Chapter topics are: (1) the injury problem; (2) legal responsibility for safety; (3) administration of safety; (4) first aid and sport safety policies; (5) archery; (6) basketball; (7) coed flag football; (8) dance; (9) field hockey; (10) fitness and weight training; (11) golf; (12) orienteering; (13) racquet sports; (14) self-defense; (15) soccer; (16) softball; (17) swimming; (18) track and field; (19) tumbling; (20) voileyball; and (21) wrestling. (CB)

ED 289 868 SP 029 785

Mozzini, Lou And Others Children/Youth Physical Fitness Program Man-

gement System. serican Alliance for Health, Physical Education, Recreation and Dance, Reston, Neport No.—ISBN-0-88314-318-6 Pub Date—85

Note—114p.; A product of the City and County Directors Council of the Association for Re-search, Administration, Professional Councils,

and Societies.

Available from—AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 (\$11.95).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available.

sible from EDRS.
Descriptors—"Curriculum Development, Elementary Secondary Education, Health Education, 
"Physical Education, "Physical Fitness, "Program

Intended for physical fitness program managers, this book presents a system through which these professionals can justify, evaluate, develop, superprofessionals can justify, evaluate, develop, superivise, and promote a sound physical fitness program. Sections address the management stages of: (1) program assessment; (2) program commitment; (3) physical fitness program planning; (4) program implementation (administrative functions); (5) program implementation (instructional functions); (6) public relations; and (7) program supervision and evaluation. Each section contains management planning steps which suggest various actions the administrator should take to accomplish the listed management objectives. Sample activities and products are suggested for each management planning step. Reference material is provided to support each of the management objectives. (CB)

ED 289 869 SP 029 786

Teacher Assessment, Association of Teacher Educators, Reston, Va.

Note-63p. Available from vailable from—Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091

Pub Type— Reports - Descriptive (141) EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—Educational Research, \*Evaluation

Methods, Legal Problems, \*Policy Formation, Political Issues, Teacher Effectiveness, \*Teacher Evaluation, Testing
This monograph explores many of the issues related to teacher assessment. In Section I, the criteria for teacher assessment and evaluation are discussed. An analysis is given of the issues involved in teacher assessment in the second section. Among the issues considered are the validity of research findings on teacher effectiveness, measurement techniques, the teacher effectiveness, measurement techniques, the political implications of teacher evaluation, and lepolitical implications of teacher evaluation, and le-gal issues involved in occupational assessments. The question of using evaluation to improve teaching is also discussed. Recommendations are made on dealing with the issues involved in teacher evalua-tion, and 42 references are listed. The appendix con-tains a list of state-mandated tests for prospective teachers and their uses and purposes. (JD)

SP 029 787

Seeleldt. Vern. Ed.
Handbook for Youth Sports Coaches.
American Alliance for Health, Physical Education,
Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
Report No.—ISBN-0-88314-375-5

sociation for Sport and Physical Education.
Report No.—ISBN-0-88314-375-5
Pub Date—87
Note—372p.
Available from—American Alliance for Health,
Physical Education, Recreation and Dance Publications, P.O. Box 704, Waldorf, MD 20601
(\$14.95).

Pub Type— Reports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

ance from EDRS.

escriptors—"Athletic Coaches, "Children, Elementary Education, Legal Responsibility, Parent Teacher Cooperation, "Physical Education Teachers, "Program Development, Program Evaluation, Psychomotor Skills, "Teacher Role, "Volunteer."

Evaluation, Psychomotor Skills, \*Teacher Role, \*Volunteers
This handbook was generated by a survey of the specific needs of the coaching community serving young children as athletic coaches. The survey revealed a need for information that addresses the needs of beginning level volunteer coaches. The first section discusses the benefits of competitive sports for children and youth and the role of the youth sports coach. In the second section, the ways children grow and develop are considered with guidelines offered for selecting skills to be taught, rules and strategies, and preventing athletic injuries. Coalsetting, motivating, and teaching values and sportsmanship are included in this section as well as suggestions on how to analyze sport skills. Practical advice is offered in the third section on planning, practicing, running competitions, and dealing with parents. The final section offers information on emergency procedures, legal liabilities, sports for disabled children, and co-ed competition. Program evaluation procedures are also discussed in this section. (JD) tion. (JD)

ED 289 871 SP 029 791 Kalliopuska, Mirja
The Relation of Empathy and Self-Esteem With
Active Sporting,
Pub Date—Jul 87

Pub Date—Jul 87

Note—17p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokoyo, Japan, July 12-16, 1987).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Assertiveness, \*Athletics, Attitudes, Competition, \*Empathy, Individual Development, \*Self Esteem, \*Sex Differences, \*Team Sports

tifiers-\*Finland

Identifiers—\*Finland
This study surveyed the connection of empathy and self-esteem with active sporting. The subjects were 1,381 members of Finnish baseball teams between the ages of 8 to 16. The instruments used in testing the subjects were: (1) the modified Mehrabian & Epstein Empathy test (1972); (2) the Battle Self-Esteem Scale, Form B (1981); (3) the Coopersmith modified Self-Esteem Scale (23 items); (4) the Assertiveness Scale by Osborn & Harris (1978); (5) the Narcissism Scale by Emmons (1984); and (6) the Torrance Creativity Scale (Figural form). A questionnaire surveying interests and psychosomatic symptoms was also planned for the study. The findings indicated: (1) empathy as well as self-esteem and self-assertiveness seemed to increase statistically significantly with age; (2) girls were more

empathetic and more sensitive than boys; (3) there were no differences according to sex in self-esteem; (4) the subjects became increasingly narcissistic and self-assertive but less sensitive with the years spent in active playing; and (5) no effect on total empathy scores was found, although self-esteem increased with the playing years. An analysis of these results is presented. (JD)

ED 289 872 SP 029 792 Evans, Blanche W. Williams, Hilda L. Aerobic Exercise Prescription for Rheur thritics.

Pub Date-[85]

Pub Date—[83]
Note—20p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Aerobics, "Exercise Physicalogy,
Life Style, Physical Activities, Physical Health,
"Program Effectiveness, "The

\*Program Effectiveness, \*Therapy Identifiers—\*Rheumatoid Arthritis

The use of exercise as a general treatment for rheumatoid arthritics (RA) has included range of motion, muscular strength, water exercise and rest therapy while virtually ignoring possible benefits of serobic exercise. The purposes of this project were to examine the guidelines for exercise prescription in relation to this special population and to determine the effects of a 12-week progressive, interval-type cycling program on physiological variables as well as perceived lifestyle changes in a small sample (n=4) of RA. Measures of physical work capacity (PWC), ratings of perceived exertion (RPE), blood pressure (BP), and flexibility were completed prior to and at completion of the exercise program. In addition, questionnaires concerning medical history and lifestyle were completed. After 12 weeks of internal cycling, significant improvements were noted. Blood pressure decreased substantially during work and RPE was lower. Changes in flexibility at the hip, knee and ankle were minimal. Lifestyle benefits included reduction in fatigue, less pain throughout the day, and a reduction in daily pain medication. In conclusion, the results from this small sample of RA suggests the possible benefits of land cycling for RA and the ability of this group of individuals to withstand the rigors of such a program. However, some additional questions regarding appropriate exercise testing and prescription for RA indicate the need for further research. (Author/ID) thor/JD)

ED 289 873 SP 029 793 Student Teaching Handbook. Marshall Univ., Huntington, W. Va.

Pub Date -87

Pub Date—87
Note—41p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Classroom Techniques, Elementary
Secondary Education, Higher Education, Preservice Teacher Education, \*Sudent Teaching,
Teacher Behavior, \*Teacher Effectiveness,
Teacher Employment, Teacher Responsibility,
Teacher Role, Teacher Student Relationship
The first section of this handbook for student
teachers offers advice on the behavior and protocols The first section of this handbook for student teachers offers advice on the behavior and protocols that should be observed by a student teacher approaching the first assignment to a school. In the second, classroom techniques are discussed, e.g., communication with students, classroom discipline, and planning. The third section deals with personal and professional relationships with students, parent, peers, and superiors. In the final section advice is given on seeking employment. Appended are a section on associate teachers and the law and a mission statement from the College of Education, Marshall University (West Virginia). (JD)

SP 029 798

SP 0.29 7/98
Seefeldt, Vern. Ed.
Physical Activity & Well-being,
American Alliance for Health, Physical Education,
Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
Report No.—ISBN-0-88314-335-6
Pub Date—86

ED 289 874

Pub Date—So. Note—510p. Available from—American Alliance for Health, Physical Education, Recreation and Dance Publi-cations, P.O. Box 704, Waldorf, MD 20601

- Reports - Descriptive (141) - Books

EDRS Price - MF02 Plus Postage. PC Not Avail-able from EDRS.

RIE MAY 1988

Descriptors—Delivery Systems, Disabilities, Ele-mentary Secondary Education, "Physical Activi-ties, "Physical Development, "Physical Health, "Psychological Needs, Psychomotor Skills, Well

SP 029 799 ED 289 875 Lundahl, Vera, Ed.

Lundani, Vera, Ed.

Dance Directory. Programs of Professional Preparation in American Colleges and Universities.

American Alliance for Health, Physical Education,
Recreation and Dance, Reston, VA.

Report No.—ISBN-0-88314-332-1

Pub Date—86

Notes 1406

Note-140p. Available from-American Alliance for Health, Physical Education, Recreation and Dance Publi-cations, P.O. Box 704, Waldorf, MD 20601 (\$9.95)

Pub Type - Reference Materials - Directories/Cat-

alogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

able from EDRS.

Descriptors—Colleges, \*Dance Education, Faculty,

\*Fine Arts, Higher Education, \*Professional
Training, Program Descriptions, Secondary Education, \*Theater Arts, Universities
This directory presents listings of programs of
professional training in dance from 166 colleges and
universities in the United States. A listing of 66
Performing Arts High Schools is also included. Lists
include degrees offered, undergraduate and gradute. renorming Arts right schools is also included. Lists include degrees offered, undergraduate and graduate courses offered, and performing groups active on campuses. The names and ranks of faculty and the number of graduate assistants are listed for each school. (JD)

SP 029 800

Cundiff, David E., Ed. Implementation of Health Fitness Exercise Pro-

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. Report No.—ISBN-0-88314-277-5 Pub Date—85

Note—102p.; Photographs will not reproduce well. Available from—AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 (\$11.95). Pub Type—Guides - Non-Classroom (055) EDRS Price - MP01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Aerobics, Curriculum Development, Elementary Secondary Education, "Exercise, "Health Needs, Medical Research, "Physical Fitness, Program Development, "Program Imple-

mentation
This monograph includes the following articles to aid in implementation of fitness concepts: (1)
"Trends in Physical Fitness: A Personal Perspective" (H. Harrison Clarke); (2) "A Total Health-Fitness Life-Style" (Steven N. Blair); (3) "Objectives for the Nation-Physical Fitness and Exercise" (Jack H. Wilmore); (4) "A New Physical Fitness Test" (Steven N. Blair, Harold B. Falls, and Russell R. Pate); (5) "Health Related Physical Fitness" (Rus-

sell R. Pate); (6) "Distance Running Performance Tests in Children-What Do They Mean?" (Kirk J. Cureton); (7) "Measurement of Body Composition in Children" (T.G. Lohman); (8) "Flexibility-A Major Component of Physical Fitness" (Charles B. Corbin and Larry Noble); (9) "Medical Problems Encountered by Women in Aerobic Exercise" (Dorothy V. Harris); (10) "Psychological Benefits of Aerobic Exercise" (Dorothy V. Harris); (11) "Physiological Responses of Females to Endurance Exercise" (Harold B. Falls); (12) "How Much Exercise Is Enough?" (Michael L. Pollock); (13) "Teaching Physical Fitness Concepts in Public Schools" (Russell R. Pate); (14) "Teaching Health Related Fitness in the Secondary Schools" (Charles B. Corbin); (15) "The Hope-Kellogg Health Dynamics Program" (Richard A. Peterson); (16) "The Aerobics Program at Oral Roberts University" (Paul Brynteson); (17) "Helping Adults To Stay Physically Fit-Preventing Relapse Following Aerobic Exercise Training" (G. Ken Goodrick, Don R. Warren, G. Harley Hartung, and Jean A. Hoepfel); (18) "A Corporate Health and Fitness Program—Motivation and Management by Computers" (William B. Baun and Michelle Baun); (19) "Physical Fitness-Programming Issues for Total Well Being" (Kenneth H. Cooper and Thomas R. Collingwood); (20) "Incorporation of Aerobic Exercise into Health Maintenance Profor Total Well Being" (Kenneth H. Cooper and Thomas R. Collingwood); (20) "Incorporation of Aerobic Exercise into Health Maintenance Pro-grams of Business and Industry" (Dennis Colacino); and (21) "Prevention of Orthopedic Injuries Re-lated to Aerobic (Jogging) Exercise" (David E. Cundiff). Articles include references, tables, figures, and photographs. (JD)

ED 289 877 SP 029 80 Pungrazi. Robert P. Hastad. Douglas N. Fitness in the Elementary Schools. A Teacher's Manual. SP 029 802

Manual.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.

Report No.—ISNB-0-88314-331-3

Pub Date—86

Note—77p.; Photographs will not reproduce well.

Available from—AAHPERD Publications, P.O.

Box 704, Waldorf, MD 20601 (89.95).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage, PC Not Available from—EDRS.

able from EDRS.

able from EDRS.

Descriptors.—\*Adapted Physical Education, Elementary Education, Health Needs, Learning Activities, Life Style, Physical Activities, "Physical Fitness, "Program Development, Program Implementation, Student Evaluation, "Student Motiva-

This handbook is a compendium of activities for developing physical fitness in children. The text is divided into five sections: (1) children and physical activity; (2) implementing physical fitness programs in school; (3) fitness for special populations; (4) teaching fitness for a lifetime; and (5) fitness activities and routines. These five sections give essential background information and explanations of physi-cal fitness programs and why they are necessary.

SP 029 803 Intramurals and Club Sports. A Handbook. American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. Report No.—ISBN-0-88314-330-5

Pub Date-86

Pub Date—36 Note—116p.; Photographs will not reproduce well. Available from—AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 (\$4.95). Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MP01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage, PC Not Available from EDRS.
Descriptors—Ancillary School Services, Elementary Secondary Education, "Intramural Athletics, Lifetime Sports, Physical Activities, "Physical Education, "Program Development, "School Recreational Programs, "Team Sports The nature of intramural programming has changed over the years; competitive leagues do not dominate the schedule of events as they once did. Strategically placed throughout the year are at least four other programming options, which include four other programming options, which include self-paced programs, challenge activities, social events, and club sports. This handbook provides the intramural director with information that will assist in developing the first time program or improving the long standing one. It contains activities and ad-ministrative procedures that can be adapted to insure a successful program. The four sections of the handbook deal with program philosophies, organi-zation and administration, sports tournaments and

special events, and sports clubs. (JD)

SP 029 804 Physical Education NCATE Guidelines.
American Alliance for Health, Physical Education,
Recreation and Dance, Reston, VA. National As-

aociation for Sport and Physical Education. Report No.—ISBN-0-88314-368-2 Pub Date—87

Note—142p. Available from—American Alliance for Health, Physical Education, Recreation and Dance Publi-cations, P.O. Box 704, Waldorf, MD 20601

Pub Type— Guides - Non-Classroom (055) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS. Descriptors-\*Academic Standards, Bachelors Depescriptors—"Academic Standards, Bachelors De-grees, Course Content, "Curriculum Design, "De-gree Requirements, Doctoral Degrees, Higher Education, Masters Degrees, "Physical Educa-tion, Preservice Teacher Education, "Programs Evaluation, "Teacher Education Programs

The purpose of this monograph is to familiarize physical education teacher educators with the process and content associated with a National Council
for the Accreditation of Teacher Education
(NCATE) review of undergraduate physical education teacher education programs. A framework was developed that reflects the state of the art in terms of teacher preparation in physical education, soundly based in the literature concerning teacher education in physical education, and acceptable to a majority of teacher education professionals. Gena majority of teacher education professionals. Generalized guidelines were developed that reflect three inter-related components of physical education teacher education—the study of physical education teaching speciality, physical education as a profession, and pedagogical elements of physical education. The first section of the monograph is an instructional manual for NCATE evaluations at the undergraduate and educate and educated. undergraduate and graduate levels, and advanced programs. Section two presents guidelines and standards for undergraduate academic courses in physical education. (ID)

Hoffman, Hubert A., Ed. Rink, Judith E., Ed. Physical Education Professional Preparation: Insights and Foresights. Proceedings from the National Conference on Preparing the Physical Education Specialist for Calidren (2nd, Orlando, Florida October 20-23, 1984).

American Alliance for Health. Physical Conference on Preparing the Physical Education Specialist for Calidren (2nd, Orlando, Florida October 20-23, 1984). SP 029 805

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National As-sociation for Sport and Physical Education. Report No.—ISBN-0-88314-299-6

Pub Date-85

Note—236p. Available from—American Alliance for Health, Physical Education, Recreation and Dance Publi-cations, P.O. Box 704, Waldorf, MD 20601 (\$13.45).

Pub Type-Collected Works - Proceedings (021) -Reports - Descriptive (141) EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

able from EDRS.

Descriptors—Curiculum Development, Elementary Secondary Education, Higher Education, Instructional Development, "Models, "Physical Education, "Physical Education, "Physical Education Teachers, Preservice Teacher Education, "Teacher Education Curriculum, "Teacher Education Programs This volume contains the proceedings of a conference concerning the preparation of physical education teachers. Titles and authors of papers are: (1) "Action 2000: Preparing Physical Education Specialists for the Future" (M. Haberman); (2) "The Content of an Elementary School Physical Education Action 3000. "repaining Physical Education Specialists for the Future" (M. Haberman); (2) "The Content of an Elementary School Physical Education Program and its Impact on Teacher Preparation" (K. R. Barrett); (3) "Teaching as a Rational Enterprise: A Problem of Neglect" (E. S. Bressan); (4) "Disciplinary Knowledge in Teacher Education Programs" (H. Lawson, D. Belka, and R. Simmons); (5) "The Great Teacher Education Legend" (D. Siedentop); (6) "Beyond Pedagogy" (M. A. Sanborn); (7) "Student Influence on Programs of Teacher Education" (N. F. Earls); (8) "Delusions of Worth-in-ress': Field Experiences in Elementary Physical Education Teacher Education Programs" (P. Dodds); (9) "The Process of Personal Professional Integration" (A. E. Jewett and M. R. Mullan); (10) "Developing Commitment to Teaching: The Professional Socialization of the Preservice Physical Educator" (T. J. Templin); (11) "The Hidden Curriculum in Teacher Education" (L. L. Bain);

(12) "Commitment to Action: Looking at the Future through Rear View Mirrors" (G. Graham); (13) "From the Ozarks to Orlando: Now that We Underture through Rear View Mirrors" (G. Graham); (13)
"From the Ozarks to Orlando: Now that We Understand the Question, What's the Answer?" (L. F. Locke); (14) "Employment Prospects for Elementary Physical Educators: An Assessment of Market Indicators" (L. E. Randall); (15) "Where Pools Tread: Planning for Affective Outcomes in a Methods Course" (J. F. Young); (16) "The Preparation of the Elementary School Physical Education Specialist: A Two-year Post-baccaluareate Program Model" (M. D. Luke); (17) "One from the Heart: A Minority Report" (S. Kleinman); (18) "Developing and Disseminating a Curriculum Model-Implications for Professional Preparation" (M. F. Owens); (19) "A Systematic Teacher Training Model-A Viable Component to the Teacher Training Program" (R. E. McBride); (20) "Professional Issues for Elementary School Physical Educators in Developing Daily Physical Education Curriculums" (K. G. Hawkins); (21) "Professional Development in Elementary and Physical Education at Simon Fraser University" (E. Warrell); (22) "A Coordinated and Sequential Physical Education Teacher Preparation Program for Grades K-12" (E. E. Klesius); (23) "Teacher Certification Program at the University of South Carolina for Grades K-12" (P. Werner); (24) "Dual Certification Program Elementary Education-Elementary Physical Education" (E. Stafford); (25) "Appalachian State University Teacher Certification Program for Grades K-12" (A. Hawkins) (CB)

# TM

ED 289 881 TM 011 272 International Longitudinal Study (NLS) of the High School Class of 1972: Base Year (1972) through Fourth Follow-up (1979) [machine-readable data

file].

Educational Testing Service, Princeton, N.J.; Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—EF-000058

Pub Date—79

Contract—OEC-0-73-6666

Note—File documentation in three volumes, enti-

Contract—OEC-0-73-6060
Note—File documentation in three volumes, entitled "National Longitudinal Study: Base Year
(1972) through Fourth Follow-Up (1979). Data
File Users Manual," was published by the Research Triangle Institute in June 1981 as
RTI/00884/73-18S under the authorship of John

search Triangle Institute in June 1981 as RTI/00884/73-18S under the authorship of John Riccobono, and others.

Available from—(1) U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Ave., N.W., Washington, DC 20208. Telephone (800) 424-1616, (202) 357-6768. (SAS File, SPSS File, or SPSS-X File; S225). (2) Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone (313) 764-12570. (Prices available on request.) Pub Type—Machine-Readable Dats Files (102) Document Net Available from EDRS.

Descriptors—Academic Records, Career Planning, Careers, College Entrance Examinations, College Students, Community Influence, Courses, Degrees (Academic), "Educational Attainment, Educational Certificates, Employment Level, Family Income, Family Status, Followup Studies, "Goal Orientation, Grade Point Average, High School Graduates, "High School Seniors, Job Satisfaction, Job Training, Longitudinal Studies, Marital Status, Military Service, National Surveys, Post-secondary Education, Sampling, Spouses, Statistical Surveys, Student Costs, Student Educational Objectives, Student Financial Aid, Wages, Work Attitudes, "Work Experience, Young Adults Identifiers—"National Longitudinal Study High School Class 1972

The "National Longitudinal Study (NLS) of the

Identifiers—\*National Longitudinal Study High School Class 1972 The "National Longitudinal Study (NLS) of the High School Class of 1972: Base Year (1972) through Fourth Follow-up (1979)" machine-read-able data file (MRDF) is a single merged file of student responses to the original interviews or tests in 1972 and the mail follow-up surveys of 1973, 1974, 1976, and 1979. The 1972 data were gathered by the Educational Testing Service (ETS). The

1973-1979 follow-up data were gathered by the Research Triangle Institute (RTT). The purpose of NLS is to follow the educational and occupational activities, plans, aspirations, and attitudes of a national sample of young adults in the United States after they leave high school and enter early adulthood. The NLS-72 survey represented a total twelfthgrade population of three million seniors in more than 17,000 high schools in the spring of 1972. The NLS-72 stratified, two-stage probability sample included over 22,000 students enrolled in over 1,300 public and private high schools in all 50 states and the District of Columbia. Students from schools for the physically and mentally handicapped and the physically and mentally handicapped and schools for the legally-confined were excluded. More than 3,500 variables were captured for each More than 3,300 variables were captured for each student, including: ability, socioeconomic status, home background, community environment, eth-nicity, current activity at the time of the survey, educational attainment, achool experience, achool educational attainment, scnool experience, school opperformance, work satisfaction, goal orientation, mental status, financial status, military experience, etc. Follow-up surveys added variables such as: college education, college admissions test scores, courses of study, decollege admissions test scores, courses of study, degrees received, earnings per week, grade point average, jobs held, life goals, organization activities, political participation, school expenses, spouse's earnings, spouse's education, tuition and fees paid, work experience. The merged file for 1972-1979 contains a total of 22,652 records, each with a logical record length of 11,475 characters. POPULA-TION: High school seniors, 1972 (3,000,000); high schools (17,000). TYPE OF SURVEY: National Survey; Longitudinal Survey; Follow-up Survey. RESPONDENTS: High school seniors participating in NLS-72. SAMPLE: High school seniors, 1972 (23,451); high schools (1,300). FREGUENCY: Periodic. RESPONDE RATE: High school seniors, 1972 (22,652=96.5%); high schools (1,300). YEAR OF FIRST DATA: 1972. (CDM/WTB)

TM 870 462 ED 289 882 And Others Denton, Jon J. Influence of Subject Characteristics, Incentives and Multiple Mailouts on Survey Responses.

and Multiple Mailouts on Survey Responses.
Pub Date—Apr 87
Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alumni, Attitude Measures, College Graduates, Data Collection, "Graduate Surveys, Higher Education, "Incentives, Newsletters, Questionnaires, "Response Style (Tests), Sampling, Surveys, Teacher Attitudes
Identifiers—"Mail Surveys, "Response Rates (Questionnaires)

estionnaires) (Questionnaires)
This inquiry was conducted to examine influences on perceptions of survey subjects regarding ideographic characteristics of the subjects, incentives to enhance mail returns, and multiple requests for information. A mail survey sent to 297 former education students from a large university produced responses from 48.3% of the sample. The ideographic characteristics considered were date of graduation and level of work experience; the incentives considered were except of a reweletter and/or graduation and level of work experience; the incer-tives considered were receipt of a newletter and/or receipt of 25 cents mailed with the survey. Analysis of returns showed: (1) sampling former students across level of teaching experience and year of grad-uation did not result in a response bias to an instruuation did not result in a response bias to an instru-ment seeking perceptions on topics of general professional interest to teachers; (2) using incen-tives did not introduce a response bias; (3) receipt of a university newsletter did produce a higher re-sponse ratio, but receipt of a small monetary incentive (25 cents) did not; and (4) using multiple mailouts to increase the number of responses did not affect response patterns across mailout requests. (Author/JGL)

ED 289 883 TM 870 482

ED 289 883

Royeen, Charlotte Brasic Fortune, Jim Carlton
Purposive Sampling in Clinical Research.
Pub Date—Apr 87

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Case Studies, \*Clinical Psychology,

Medical Research, Models, \*Probability, \*Psychological Studies, \*Research Design, Research Methodology, \*Research Problems, \*Sampling Identifiers—Central Limit Theorem
This paper identifies typical sampling problema, including improper application of the Central Limit Theorem, that are associated with the probability-based sampling procedures currently used in clinical psychology research. It then presents two alternative research designs, the theory validation model and the extended case study model, which avoid some or all of these sampling problems. Both these models are based on purposive sampling, a type of non-probability sampling, which selects subjects according to a psychological theory and relates the results back to that theory. The procedural steps for each model are listed and the key advantages in assuring validity are outlined. These advantages are:

(1) replication is built into each design through multiple experiments or cases; (2) data are interpreted in terms of a theory and generalized to a theory, rather than to a population; (3) data are gathered in naturalistic, clinical settings; and (4) small sample purposive sampling than using probability-based sampling, (JGL)

ED 289 884

TM 870 610

TM 870 610

ED 289 884

Legal Issues in Testing.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[85]
Contract—400-86-0018

Note—4p.; An ERIC Digest published in the ERIC/TME Update Series.

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Court Litigation, "Educational Testing, Intelligence Tests, "Legal Problems, Racial Discrimination, Student Placement, Test Bias, "Testing Problems, "Test Use, Test Validity Identifiers—ERIC Digests

This Digest overviews legal challenges in five arcess of test use for decision-making in schools: ability tracking, placement in special education classes, test scores as college admissions criteria, test disclosure, and teacher competency testing. Cases illustrating these challenges are described and include: Hobson v. Hansen (1967), Moose v. Washington Parish School Board (1971), Larry P. v. Riles (1972), Parents in Action on Special Education v. Hannon (1970) jonan v. California State Board of Education (1970) and Bakke v. Regents of the University of California (1976). In general, cases have been (1980), Diana V. Cantorma State Board of Educa-tion (1970) and Bakke v. Regents of the University of California (1976). In general, cases have been decided based on the specific circumstances of each case, and revolve around the validity of the test for a specific use. Many cases concern issues of racial, cultural, or linguistic biases in the tests themselves.

ED 289 885 TM 870 612 Measuring Teacher Attitudes toward Mainstream-

ing.

BRIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[85]

Contract—400-86-0018

Contract—400-86-0018
Note—3p.; An ERIC Digest published in the ERIC/TME Update Series.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Attitude Measures, Disabilities, Educational Research, Elementary Secondary Education, \*Mainstreaming, \*Teacher Attitudes Identifiers—Attitudes Toward Mainstreaming Scale, Education for All Handicapped Children Act, ERIC Digests, Stages of Concern Questionnaire

naire
This brief overview discusses the rationale for measuring teachers' attitudes toward the mainstreaming of handicapped students into regular 
classrooms, as well as research findings on teacher 
attitudes. Two attitude tests, Berryman and Berryman's Attitudes Toward Mainstreaming Scale and 
Hall's Stages of Concern Questionnaire, are also 
briefly described. The identification of teacher 
attitudes is important because of the effects of teachers' tudes is important because of the effects of teachers' expectations on students, as well as the relevance of teacher attitudes for evaluating program effectiveness. Teacher attitudes, both toward handicapped students and toward mainstreaming, can be measured by rating scales, interval scales, rank order, Q sorts, semantic differential techniques, sociometric techniques, adjective checklists, questionnaires, and techniques, adjective checkinsts, questionnaires, and interviews. Research shows that many teachers ex-press negative views about handicapped students and mainstreaming, especially for emotionally dis-turbed and mentally retarded students. Both sup-port services and teacher education are associated with more positive teacher attitudes. (GDC)

TM 870 613

Wildemuth, Barbara M.
Minimum Competency Testing and the Handi-

capped.

BRIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—Dec 83

Contract—400-86-0018

Note—3p; An BRIC Digest published in the BRIC/TME Update Series.

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price — MF0I/POI Plus Postage.

Des Project Month (1971)

EDRS Price - MF01/PO1 Plus Postage.

Descriptors—\*Disabilities, Graduation Requirements, High Schools, \*Legal Problems, \*Minimum Competency Testing, Special Education, State Programs, Test Construction, \*Testing Problems. Problems

Problems

Identifiers—ERIC Digests

This brief overview of minimum competency testing and disabled high school students discusses: the inclusion or exclusion of handicapped students in inclusion or exclusion of handicapped students in minimum competency testing programs, approaches to accommodating the individual needs of handicapped students; and legal issues. Surveys of states that have mandated minimum competency tests indicate that many states' requirements specifically mention provisions for handicapped students. The method of test administration is often modified, and should be based on the modifications indicated in the student's individualized educational program (IEP). Approaches which have been used by states include: (1) the exclusion of severely handicapped students, (2) use of different graduation requirements, such as completion of the IEP or a different weight for the test score; and (3) testing modifications which allow physically disabled students to complete the test, such as Braille editions. Legal problems may arise when certain students are not compete the test, such as braine eutnons. Legal problems may arise when certain students are not allowed to take the minimum competency test, and are therefore denied the opportunity to earn a diploms. Problems of discrimination may also arise if remedial instruction is not available to disabled students, or if evaluation standards are applied inconsistently within a state. (GDC)

ED 289 887 TM 870 614

Colum. Louisu
Student Evaluation of Teacher Performance.
ERIC Clearinghouse on Tests, Measurement, and
Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED),
Washington, D.C.

wastington, DC.
Pub Date—Aug 84
Contract—400-83-0015
Note—3p.; An ERIC Digest published in the
ERIC/TME Update Series.

ERIC/TME Update Series.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plas Postage.
Descriptors—College Faculty, Evaluation Problems, \*Evaluation Utilization, Higher Education,
Reliability, \*Student Evaluation of Teacher Performance, Validity
Identifiers—ERIC Digests
Research on student evaluation of college teach-

Research on student evaluation of college teachers' performance is briefly summarized. Lawrence M. Aleamoni offers four arguments in favor of student ratings: (1) students are the main source of information about the educational environment; (2 students are the most logical evaluators of student satisfaction and effectiveness of course elements satisfaction and effectiveness of course (3) the student-teacher communication involved raises the level of instruction; and (4) use of student raises the level of instruction; and (5) and the raises the level of instruction; and (6) are only the raises the level of instruction; and (6) are only the raises the level of instruction; and (6) are only the raises the level of instruction; and (6) are only the raises the level of instruction; and (6) are only the raises the level of instruction; and (6) are only the raises the level of instruction; and (6) are only the raises the level of instruction; and (6) are only the raises the level of instruction; and (6) are only the raises the level of instruction; and (6) are only the raises the level of instruction; and (6) are only the raises the level of instruction; and (7) are only the raises the level of instruction; and (8) are only the raises the level of instruction; and (8) are only the raises the level of instruction; and (8) are only the raises the level of instruction; and (8) are only the raises the level of instruction; and (8) are only the raises the level of instruction; and (8) are only the raises the level of instruction; and (8) are only the raises the level of instruction; and (8) are only the raises the level of instruction; and (8) are only the raises the rais raises the level of instruction; and (4) use of student ratings by other students in course selection may increase the possibilities that excellence in instruction will be rewarded. Although faculty have expressed concern about the ratings being measures of popularity, research indicates that students can effectively discriminate between teaching effectiveness and other affective dimensions. Research does not support strong relationships between teacher ratings and student grades, while research on the effect of class size is inconclusive. It is noted that design of the rating forms should consider the pur-pose of the evaluation (formative or summative); pose of the evaluation (formative or summarve), that the ratings should be administered by appropri-ate departments; and that a summary of results should be available quickly. In general, individual respondents' comments should not be published.

TM 870 650

Lynch, Kathleen Bodisch
Practices in Educational Program Evaluation,

1980-1983.

Pub Date—Apr 87

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

Pub Type— Speeches / Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MP01/PC02 Plus Postage.

Descriptors—Educational Practices, \*Effect Size, Evaluation Criteria, Evaluation Methods, Federal Geography (Notice) Surveys Reports Con-

Evaluation Criteria, Evaluation Methods, Federal Government, National Surveys, Program Content, \*Program Effectiveness, Program Evaluation, \*Program Proposals, \*Program Validation, Success, \*Validated Programs Identifiers—Department of Education, \*Joint Dissemination Review Panel Current practice in educational program evaluation was examined through analyses of 232 reports submitted, from 1980 to 1983, by institutions seeking approval for their programs from the U.S. Department of Education's Joint Dissemination Review Panel (JDRP). The JDRP reviews these reports to determine whether educational programs have demonstrated that they are effective. This study also examined how evaluation methods difstudy also examined how evaluation methods differed for programs which were approved or not ap-proved by the JDRP during this time period. Certain features were found more often in programs Certain features were found more often in programs approved than those not approved. These included:

(1) the presence of an independent evaluator affiliated with a research firm; (2) the use of more than one evaluation design; (3) the absence of obvious errors in data analyses; and (4) the implementation of evaluation designs of high quality. Features of the educational programs and their evaluations were documented through content analyses. documented through content analyses. Descriptive profiles were developed for the entire sample, as well as the subsamples of approved and not-approved programs. Regression analyses were used to relate differences in evaluation methodology to dif-ferences in the programs' effect size. The appended retrences in the programs enter size. In appendix tables include summary data on program content, approvals, grade level, evaluators, outcome measures used, test validity and reliability, evaluation design, data analysis, and effect size. A 36-item reference list concludes the document. (MAC)

TM 870 653

ED 289 889 TM 870 653

Halpin, Glenneile Halpin, Gerald

Publish-Don't Perish!

Pub Date—Nov 86

Note—20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).

Pub Type—Speeches/Meeting Papers (150) —
Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authors, \*Paculty Publishing, Guidelines, Higher Education, Productivity, \*Publish or Perish Issue, \*Research Reports, Scholarly Journals, Scientific Research, Standards, \*Technical Writing, Time Management, \*Writing for Publication

cation

Identifiers—Writers Block

This paper proposes basic guidelines for the publishing and preparation of manuscripts, with the focus on the publication of empirical research in scientific journals. It is assumed that research is complete only when the results are shared. The guidelines serve as standards, and cover all stages of publishing from the first review of literature to the control of grammar and style. The addendum addresses the psychological aspects of rejection and the options available at that point. Time management, productivity, creativity, self-motivation techniques, and the rewards involved in publishing are also discussed. A three-page bibliography is appended. (Author/MAC)

TM 870 654 ED 289 890

Rengel, Elizabeth Agreement between Statistical and Judgmental Item Bias Methods, Pub Date-Aug 86

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aptitude, "Aptitude Tests, Black Students, "Culture Fair Tests, Ethnic Bias, Evaluation Methods, High Schools, Hispanic Americans, Interrater Reliability, "Item Analysis, Racial Bias, Sex Bias, "Statistical Bias, "Test Bias, Test Items, White Students
Identifiers—Ball Aptitude Battery
The Ball Aptitude Battery (BAB) was examined for item bias in a sample of 577 high school students in which males and females, as well as three ethnic groups (Blacks, Whites, and Hispanics) were represented. The objectives of the investigation were: (1) to assess the level of interrater agreement for the judgmental method, (2) to find the level of agreement between the judgmental method and several ment between the judgmental method and several statistical methods; and (3) if agreement was low, to determine whether correspondence was improved when judgmentally biased items were further classiwhen judgmentally biased items were further classified in terms of content or facial validity bias. Two BAB subtests were analyzed for race and sex bias by the judgmental method and by five statistical methods: TID, partial correlation, Rasch difficulty shift, point biserial, and Scheuneman's modified chi square. In the judgmental analysis, the level of interrater agreement among the three expert judges was not significant. The agreements between the statistical and judgmental methods in identification of biased items were also nonsignificant. A final analysis investigated whether agreement between the statistivesticated whether agreement between the statisinvestigated whether agreement between the statis-tical and judgmental methods was improved when the judgmentally biased items were further classified into one of two types, content validity or face validity bias. Again the results were nonsignificant. (Author/MAC)

ED 289 891 TM 870 655

O'Brien, Francis J., Jr.

The Goldstein-Scheerer Tests of Abstract and
Concrete Thinking. Test Review. Pub Date-Jul 87

Pub Date—Jul 87

Note—20p.
Pub Type— Book/Product Reviews (072)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—\*Abstract Reasoning, Adults, \*Cognitive Tests, Concept Formation, \*Diagnostic Tests, Elementary Education, Factor Structure, Intelligence, Intelligence Tests, Neurological Impairments, Psychological Testing, Scoring, Test Interpretation, \*Test Reviews, \*Test Validity Identifiers—\*Goldstein Sheerer Tests Abstract Concrete Think

Concrete Think

Concrete Think
The Goldstein-Scheerer Tests of Abstract and
Concrete Thinking are reviewed. This evaluative
summary supplements several reviews in the Mental
Measurements Yearbook series. The GoldsteinScheerer tests are used by clinicians and researchers
to distinguish normal individuals (those able to engage in two qualitatively different levels of cognitive
behavior-concrete and abstract) from abnormal individuals (organically immaired as well as psychiatdividuals (organically immaired as well as psychiatbehavior-concrete and abstract) from abnormal individuals (organically impaired as well as psychiatric sub-groups, capable of concrete behavior only). The concrete and abstract attitudes are not acquired or learned but are capacity levels of the entire personality. The eight characteristics of the abstract attitude are listed, as well as descriptions of the five sub-tests making up the individual performance test battery: (1) Goldstein-Scheerer Cube Test; (2) Gelb-Goldstein Color Sorting Test; (3) Gelb-Goldstein-Weigl-Scheerer Object Sorting Test; (4) Weigl-Goldstein-Scheerer Cube Torting Test; (4) Weigl-Goldstein-Scheerer Color Form Sorting Test; and (5) Goldstein-Scheerer Cube the trended practical applications, intended clientele, and the fact that the test manual includes no standard scoring system are briefly discussed. A number of validity studies, published from 1945 to the present, are reviewed. Cost of the test is also mentioned. (MAC)

Schwarz, Norbert
How Respondents Use Response Alternatives To
Estimate Behavioral Frequencies.
Pub Date—May 87

Note-21p.; Paper presented at the Annual Meet-Note—21p.; Paper presented at the Annual Meeting of the American Association for Public Opinion Research (Hershey, PA, May 14-17, 1987). Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)
EDRS Price - MP01/PC01 Plus Postage.
Descriptors—Adults, \*Behavior Rating Scales, Constructed Response, Foreign Countries,

TM 870 656

Higher Education, "Questionnaires, "Response Style (Tests), Schemata (Cognition), "Self Evalu-ation (Individuals), "Social Desirability, Telev-sion Surveys, Television Viewing, Test Construction, "Test Format, Test Validity Identifiers—"Frame of Reference Model, West

Germany
Adults' responses to a survey of television viewing
were investigated to examine the premise that respondents assume that the range of precoded response alternatives reflects the researcher's
knowledge of the distribution of opinions or behaviors in the population. Responses are, therefore, a
function of the response alternatives provided. Respondents assume that the average respondent is
represented by the values in the middle range of the
response alternatives, and that the values at the extremes of the scale also represent the extremes of
the distribution. These assumptions may mediate
the impact of response alternatives on respondents'
reports in two ways. Respondents may either use reports in two ways. Respondents may either use the range of the response alternatives as a frame of reference in estimating their own behavioral frequencies, or they may be reluctant to report frequencies that appear extreme in the context of the scale. Three experiments were conducted to differentiate between the frame of reference and the so-cial desirability hypotheses. Subjects included American undergraduate students and West Ger-man adults. The results of all studies favored the e of reference hypothesis, i.e. that respo use the range of the response alternatives as a frame of reference in estimating their own behavioral fre-quencies. (Author/MAC)

ED 289 893 TM 870 658

Salkind, F. Jane And Others

Burnout in Health Care Professionals as a Function of Coping Profiles, Locus of Control, and Self Extreum. Akron Univ., OH. Office of Educational Research

and Evaluation

Pub Date-Apr 87 Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type—Speeches/Meeting Papers (150) — Re-

- Research (143)

ports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—\*Affective Measures, \*Burnout,
\*Coping, Death, Factor Structure, \*Health Per\*Coping, Death, Per\* sonnel, Higher Education, "Hospital Personnel, Locus of Control, "Personality Traits, Self Es-teem, Sex Differences, Stress Variables Registered nurses, interns, and residents from five

Registered nurses, interns, and residents from five hospitals in Ohio, Pennsylvania, and New Jersey were administered the Maslach Human Services Survey, Rosenberg's Self-Esteem Scale, Rotter's Locus of Control Scale, Newman's Alpha Omega Scale, and a demographic questionnaire. Results strongly suggested that an individual with high self-esteem and internal locus of control, who uses a High Bargaining-Low Anger Profile (as measured on the Alpha Omega Scale) regarding death and dying situations is less likely to experience burmout. Conversely, an individual who has low self-esteem, is more externally controlled and does not utilize is more externally controlled and does not utilize Conversely, an individual who has low self-esteem, is more externally controlled and does not utilize any set coping style regarding death and dying situations is more prone to burnout. Nurses were experiencing a moderate degree of burnout. Interns and residents, a mostly male group, demonstrated more depersonalization. Six distinct profiles were determined by factor profile analysis on the Alpha Omega subscales-denial, anger, bargaining, depression, and acceptance. Frequency, rather than intensity of stress, was the contributing factor in burnout. Factors related to death and dying and hospital organization and administration also contributed to burnout. (RR)

ED 289 894 TM 870 659

ED 289 894 1M 8/0 659 McCann, Kaye R. Delaware Educational Assessment Program. 1986 Report to the Legislature. Delaware State Dept. of Public Instruction, Dover. Report No.—PRE-87-9 Pub Date—Dec 86 Note—175p.; For a related document, see TM 870 756.

Available from—Delaware State Bureau of Ar-chives and Records, Hall of Records, P.O. Box 1401, Dover, Delaware 19903 (microfiche). Pub Type— Reports - General (140) — Numeri-cal/Quantitative Data (110) EDRS Price - MF01/POT Plus Postage. Descriptors—\*Achievement Tests, Basic Skills,

\*Educational Assessment, Elementary Secondary Education, Local Norms, Norm Referenced Tests, Scores, State Norms, \*State Programs, \*Testing Programs, Test Results, Trend Analysis Identifiers—Comprehensive Tests of Basic Skills, Delaware, \*Delaware Educational Assessment

Program
Approximately 60,000 Delaware public achool students in grades 1 through 8 and in grade 11 were administered a battery of achievement tests as part of the state-funded Delaware Educational Assessment Program (DEAP) in 1986. This was the second administration of the Comprehensive Tests of ond administration of the Comprehensive Tests of Basic Skills (CTBS), in reading, language arts, and mathematics, with science and social studies tests administered in grade 11. School and district scores were extensively tabulated and reported. Overall test results were above the national average in all content areas at all grade levels. In all grades, Total Mathematics scores were higher than Total Reading scores, and in all grades for which Total Language scores were available, they were higher than Total Reading scores. Higher average scores were observed in the primary grades. In general, these trends across grades and subtests were the same as those reported in 1984 and 1985 Statewide Test Results Report. (The appendix details component objective data by content area and percentage averages responding correctly to each test item in the objective data by content are and percentage aver-ages responding correctly to each test item in the category. Data are shown for Delaware regular and special education students combined and for the national sample. A sample Student Test Report is also appended). (RR)

TM 870 664

McGehee, T. J. And Others Structural Analysis of the BASIS and K-TEA. Pub Date—Nov 86

Tote—17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).

- Speeches/Meeting Papers (150) - Re-Pub Type

Pub Type—Speeches/Meeting Papers (190)—Reports - Research (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Achievement Tests, Basic Skills,
Correlation, \*Diagnostic Tests, Elementary Education, Factor Structure, Multivariate Analysis,
\*Readiness, School Readiness Tests, \*Screening
Tests, Student Placement, Test Reviews, \*Test Validity, Underachievement

lentifiers—\*Basic Achievement Skills Individual Screener, \*Kaufman Test of Educational

Underlying structure of the Basic Achievement Skills Individual Screener (BASIS) and the Kauf-man Test of Educational Achievement (K-TEA) man Test of Educational Achievement (K-TEA) were investigated using canonical correlation. Both are individually administered placement and acreening instruments currently in use in many school systems that measure achievement in mathematics, reading, and spelling. The sample consisted of 61 elementary-aged underachievers in grades 1 through 8 who were referred for assessment because of learning problems. It was expected that scores on the two tests which purport to measure spelling, reading, and mathematics would be identified with separate canonical dimensions, thus demonstrating the existence of independent underlying constructs which fit hypothesized test structures. Results revealed three significant canonical variates. The first vealed three significant canonical variates. The first canonical root appeared to measure a verbal achievement dimension, while the second and the achievement dimension, while the second and the third roots assessed mathematics and overall achievement, respectively. The three variates were found to load on more than one variate. These find-ings suggested that the underlying structure of the two tests was essentially undimensional among the restricted sample of subjects used in this study. (Au-

TM 870 666

EID 229 396
Report on the Implementation of the Basic Skills
Assessment Program, 1983-1984.
South Carolina State Dept. of Education, Columbia.
Pub Date—Nov 84
Note—117p; Some tables are marginally legible.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—"Academic Achievement, "Achievement Tests, "Basic Skills, Educational Assessment, Elementary Secondary Education, Mathematics Tests, Reading Tests, School Readiness Tests, Scores, "State Programs, Testing Programs, T grams, Writing Evaluation lentifiers—South Carolina, \*South Carolina Basic

Skills Assessment Program
Compliance with South Carolina's Basic Skills Assessment Program (BSAP), involving test administration and instructional monitoring, was on schedule for the 1983-84 school year. Results of readiness tests given to over 50,000 first graders showed 72.6% "ready" to begin formal instruction. Teachers were given materials for areas in which students needed additional developmental activities. Basic Skills Reading and Mathematics Tests were given in grades 1, 2, 3, 6, 8, and 11. The BSAP Writing Test was administered in grades 6, 8, and 11. A total of 72% of the 6th-grade students, 72% of the 8th-grade students, 72% of the 8th-grade students, 72% of the 8th-grade students. Two districts were rated as "in full compliance." 21 as "progressing toward compliance," and none were "not in compliance." Ederal resources complemented this monitoring to improve compliance with objectives of the BSAP and instructional goals. The state also funded child development and goals. The state also funded child development and goals. The state also funded child development and parent education programs, as well as a number of inservice workshops and conferences. Extensive ap-pendices present test results by grade level, school district, and ethnic groups. A four-page bibliogra-phy about education in general and about the testing program is also included. (RR)

Ingels, Steven J. And Others
National Education Longitudinal Study of 1988,
Field Test Report.

National Opinion Research Center, Chicago, Ill. Spons Agency—Center for Education Statistics (OERI/ED), Washington, DC. Pub Date—1 Jul 87

Pub Date—1 Jul 6/ Note—658p. Pub Type— Reports - Research (143) — Tests/ Questionnaires (160) EDRS Price - MF03/PC27 Plus Postage.

EDRS Price - MF03/PC27 Plus Postage.
Descriptors—Achievement Tests, Administrator
Attitudes, Attitude Measures, Biographical Inventories, \*Data Collection, Followup Studies,
Grade 8, Item Analysis, \*Longitudinal Studies,
\*National Surveys, Parent Attitudes, \*Pretesting,
Questionnaires, Research Design, School Surveys, Secondary Education, Student Attitudes,
Teacher Attitudes, \*Test Construction, \*Young Adults

\*National Education Longitudinal

Adults
Identifiers—"National Education Longitudinal Study 1988
In anticipation of the base-year survey of the National Education Longitudinal Study of 1988 (NELS-88), a field test of the questionnaire and test items was conducted in 1987. NELS-88 is a national, longitudinal study designed to provide trend data about the critical transitions of young people as they develop, attend school, and enter the work force. The base-year NELS will survey a sample of 26,200 eighth graders from 800 public and 200 private schools. Follow-up surveys will be repeated every two years. NELS questionnaires include surveys of students, teachers, administrators, and parents; both biographical and attitudinal items are included. The student survey also contains cognitive tests in reading/English, mathematics, science, and social studies. Five states were selected as field test sites for these instruments. A number of analytest sites for these instruments. A number of analy-ses were conducted on the test items and the sampling procedures. Both classical test theory and latent trait theory were used to determine the most appropriate items. The field test also examined the effects of conductine orientations. appropriate items. The field test also examined the effects of conducting orientations and ways of distributing parent questionnaires. Results generally demonstrated the appropriateness of the survey design, procedures, and instruments. Problems with specific items were reported. This report includes chapters on: (1) field test preparation; (2) student data collection; (3) analysis of student survey results; (4) parent survey; and (5) school and teacher surveys. The extensive appendices contain nine research instruments: Eighth Grade Locator Booklet; Eighth Grade Questionnaire; Tenth Grade Questighth Grade Questionnaire; Tenth Grade Q Eighth Grade Questionnaire; Tenth Grade Questionnaire; Twelfth Grade Questionnaire; Parent Questionnaire; Parent Questionnaire; Teacher Questionnaire; School Questionnaire; New York Supplement; and Summary of Cognitive Test Battery. (GDC)

ED 289 898 TM 870 695 Mocde, Louren Hall
Chapter 2 Formula. 1986-87 Final Report.
Austin Independent School District, Tex. Office of
Research and Evaluation.
Report No.—AISD-ORE-86-11
Pub Date—Jun 87

RIE MAY 1988

Note-22p. Pub Type— Reports - Evaluative (142) EDRS Price - MF01/PC01 Plus Postage

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education,
Extracurricular Activities, "Federal Aid, "Improvement Programs, Leadership Training, Minimum Competency Testing, Outdoor Education,
Peer Counseling, "Program Evaluation, Reality
Therapy, School Desegregation, School Districts, Second Language Instruction, Spanish,
Student Leadership, Student Transportation,
Transitional Programs

Transitional Programs
Identifiers—\*Austin Independent School District
TX, \*Education Consolidation Improvement Act
Chapter 2, Texas Educational Assessment of Min-

For the 1986-87 school year, the Austin (Texas) Independent School District (AISD) allocated its Education Consolidation Improvement Act (ECIA) Chapter 2 Formula and Carry-over funds to nine Chapter 2 Formula and Carry-over funds to nine desegregation-related programs: (1) Bus Monitors; (2) Extracurricular Transportation; (3) Outdoor Learning; (4) Peer Assistance and Leadership; (5) Project ASSIST (Assisting Students in Stress Times), an elementary school program based on reality therapy; (6) Spanish Academy; (7) School-Community Liaison; (8) Texas Educational Assessment of Minimum Skills (TEAMS) Improvement; (1) Academic Program In a custom (10) Transitional Academic Program (10) Transitional and (9) Transitional Academic Program. In a ques-tion and answer format, each program is briefly ex-plained and its activities and impact are reported. Graphs and charts accompany the text. (MDE)

TM 870 701 ED 289 899

Frazer, Linda H. Frazer, Linda II.

Launching toward Success: The School-Community Guidance Center and the Transitional Academic Program. Evaluation, 1986-87.

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—AISD-ORE-86-44 Pub Date—Jul 87

Pub Type— Reports - Evaluative (142)

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—Attendance, "Delinquency, "Drop-out Prevention, Dropout Programs, Guidance, "High Risk Students, Participant Characteristics, Program Evaluation, Remedial Instruction, "School Counseling, Secondary Education, Stu-dent Programs, "Understance University of Programs, "Under the Control of Transpiritional Programs, "Understance Control of Transpiritional Programs," Understance of Programs, "Understance of Programs," Understance of Programs, "Understance of Programs, "Unde \*School Counseling, Secondary Education, Stu-dent Promotion, Transitional Programs, \*Unders-chievement

chievement Identifiers-\*Austin Independent School District

Evaluations of two Austin (Texas) Independent Evaluations of two Austin (Texas) Independent School District (AISD) programs are contained in this report: (1) The School-Community Guidance Center (SCGC); and (2) The Transitional Academic Program (TAP). SCGC is a program serving incorrigible and delinquent students at two locations: the F. R. Rice Secondary School and the Travis County Juvenile Detention Center. A total of 993 students were served in 1986-87. Follow-up was made of the attendance, achievement, and drop-out rate of the 401 AISD students at Rice. At the end of the year 82% remained in school, and attendance at the 82% remained in school, and attendance at the home school increased, but only 38% had a passing grade-point average in the home schools. Project specialists provided these high risk students services in the area of school attendance, academic achievein the area of school attendance, academic achievement, disruptive behavior, and contact with the courts. The report follows a question and answer format with both text and graphics utilized to report student characteristics and program results. The second program reported, TAP, served students referred for academic problems. These students needed to pass promotion requirements for grades seven and eight while also taking courses at higher levels. Two secondary schools (grades 7-12) were sites for this program. The total TAP enrollment during 1986-87 was 290 students. Students were assigned to TAP for one semester. Ninety percent of the students eligible for mid-year promotion were promoted. (MDE)

ED 289 900 TM 870 702

Christner, Catherine And Others
Testing Students for ECIA Chapter 1 Eligibility, 1985-86, Austin Independent School District, Tex. Office of

Research and Evaluation.
Report No.—AISD-ORE-85-01
Pub Date—85

Note—21p.; Confidential test score information not included. For an earlier document, see ED 237

524. Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Achievement Tests, \*Admission

Descriptors—"Achievement Tests, "Admission Criteria, "Compensatory Education, Elementary Education, Minimum Competency Testing, "Screening Tests, "Testing Programs, Test Use Identifiers—"Austin Independent School District TX, California Achievement Tests, "Education

solidation Improvement Act Chapter 1, Tests

of Basic Experiences
This manual outlines specific guidelines for test-Into manual outtines specific guidelines for testing students for Education Consolidation Improvement Act (ECIA) Chapter I eligibility in the Austin (Texas) Independent School District in 1985-86. Section 1 states that all students in Chapter 1 schools must be tested annually and must score at or below the 30th percentile for their grade level to qualify for Chapter 1. Section 2 gives instructions on preparing a roster for identifying Chapter 1 stu-dents, with a sample. Selection procedures to iden-tify Chapter 1 students are listed in Section 3, and special testing instructions are given in Section 4. special testing instructions are given in Section 4. Section 5 provides general directions for administering the Tests of Basic Experiences-2 (TOBE-2) to kindergarten atudents attending Chapter 1 schools without a fall 1985 ITBS language score. General directions for administering the California Achievement Tests (CAT) are reviewed in Section 6. Section 7 is a sample form letter designed to inform tion 7 is a sample form letter designed to inform school staff of Chapter 1 eligibility guidelines. A form to be used for communicating feedback about the manual is also provided. (KSA)

TM 870 703

Heimlich, Joe E. Van Tilburg, Emmalou Rural Economics: Farmers in Transition, Prelimi-nary Assessment of Dislocated Farmer Assist-

rub Date—31 Oct 86
Note—40p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Posts EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Counseling, Adult Education,
Adults, \*Career Counseling, \*Extension Agents,
\*Farmers, \*Farm Occupations, Interviews, Job
Skills, \*Occupational Information, Off Farm Agricultural Occupations, Program Evaluation,
Questionnaires, Rural Economics, Rural Farm

Questionnaires, Rural Economics, Rural Farm Residents, Surveys Ideatifiers—Cooperative Extension Service, Focus Groups Approach, Ohio, \*Rural Economics Farmers in Transition Rural Economics: Farmers in Transition RE:FIT), the Dislocated Farmer Assistance Program in Ohio, was designed to help farm families assess their skills and interests in nonfarm employment. The processes used by agenta in counseling ment. The processes used by agents in counseling families were evaluated. The program was designed by personnel of the Ohio Cooperative Extension rvice (OCES) to offer direct assistance to farm Service (O.E.S) to ofter direct assistance to farm families through the services of trained agents. OCES agents developed materials to facilitate: (1) accepting the situation; (2) understanding transfer-rable skills; (3) realizing interests comparable to farming; and (4) exploring career and job options. Agents received intensive training in data collection, counseling families, and referral. Instruments to gather baseline data, to record interviews, and to to gather baseline data, to record interviews, and to make pre-post test comparisons were developed by OCES personnel. Two of those instruments, a pre-liminary discussion form and a log sheet, are in-cluded as appendices to the report. Assessment of preliminary data from 28 farm families shows that self-assessment and counseling had an impact on farm families, and that there is a need for further training of agents. (MDE)

TM 870 719 ED 289 902 Green, Kathy E. Cognitive Style: A Review of the Literature. Tech-

mical Report 1985-1.
Johnson O'Connor Research Foundation, Chicago,

IL. Human Engineering
IL. Human Engineering
Pub Date—May 35
Note—38p; Table 3 is marginally legible.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Pascriptors—Cognitive Processes, \*Cognitive Processes, \*Cognitive Tasta, Conceptual Tempo, \*Analysis dusting the Processes of the Process

Descriptors—Cognitive Processes, \*Cognitive Style, \*Cognitive Tests, Conceptual Tempo, \*Field Dependence Independence, \*Individual Differences, \*Learning Strategies, Literature Re-

views, Models, Perception Tests, Personality

Identifiers—Embedded Figures Test, Matching Fa-miliar Figures Test (Kagan), Pettigrew Category Width Scale, Role Construct Repertory Test

Cognitive style refers to preferences for, or dominant modes of, information processing. Cognitive styles tend to be bipolar and less value-laden than ability or aptitude measures. Conceptualizations of cognitive style differ in the number of styles and the cognitive style differ in the number of styles and the degree of metacognitive control over them which individuals are presumed to have. The Hill model, the McKenny-Keen Model, and the Cognitive-Dimensions Model are discussed. In particular, the paper describes measures and reviews research pertaining to nine cognitive dimensions identified in an earlier review by Messick: (1) field dependence-independence; (2) reflectivity-impulsivity; (3) seanning; (4) breadth of categorization; (5) concentually in style; (6) cognitive complexity-simpulsive style; (6) cognitive complexity-sim conceptualizing style; (6) cognitive complexity-simplicity; (7) leveling-sharpening; (8) distractibility; and (9) tolerance for unrealistic experience. Other cognitive style definitions utilize visual-haptic, analytical-global, and verbal-visual dimensions. Research on relationships among measures is summarized, and their lack of convergence suggests summarized, and interirate to convergence suggests that there are a multitude of cognitive styles or dimensions of cognitive style. The dimensions that seem most conceptually comprehensive and potentially independent are field dependence-independent dence, distractibility, tendency to use global versus analytical problem-solving strategies, and preferred medium for obtaining information (e.g., visual-hap-tic; verbal-visual). (LPG)

ED 289 903

TM 870 720

Tal, Joseph Aptitudes of Guldance Counselors, Technical Re-port 1986-2. Johnson O'Connor Research Foundation, Chicago,

Johnson O'Connor Research Foundation, Chicago, II. Human Engineering Lab.
Pub Date—Sep 86
Note—15p.; For an earlier report, see ED 230 565.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Aptitude Tests, "Cognitive Ability, Comparative Testing, Elementary Secondary Education, Job Skills, Occupational Tests, Predictive Measurement, "School Counselors, Test Norms, "Vecatives, Astivited Assiverses.

"Vocational Aptitude Identifiers—"Johnson O Connor Aptitude Identifiers—"Johnson O Connor Aptitude Tests To identify the aptitude profile of successful guidance counselors, tests were administered to 49 guidance counselors (14 male, 35 female) ranging in age ance counselors (14 maie, 3) temale) ranging in age from 29 to 62 (Mean age 42) and having an average of 9.5 years experience. The findings indicated that guidance counselors as a group scored near or above the Johnson O'Connor Research Foundation's pop-ulation median on all tests in the Foundation's aptitude test battery. Counselors tended to have above-average Ideaphoria (the flow of their ideas was high) and Inductive Reasoning (they were quick to see relationships among separate facts). These abilities should allow counselors to diagnose These abilities should allow counselors to diagnose problems, find various solutions, and communicate their ideas to others. In addition, counselors scored high on Foresight (the ability to focus on distant goals). This ability is useful in occupations requiring a great deal of training, such as guidance counseling; all but one counselor in this sample had earned a college degree, and 92% also had a graduate degree. Counselors were also above-average on Grankeria consecuence uegree, and yz% also had a graduate degree. Counselors were also above-average on Graphoria (suggesting that they do clerical tasks quickly and accurately), Silograms (suggesting good memory for words), and Finger Dexterity. The high scores on these last three aptitudes are more difficult to interpret. (Author/LPG)

ED 289 904 TM 870 730

Taylor, Terence R.
The Future of Cognitive Assessment. Special Report PERS-420.
Human Sciences Research Council, Pretoria (South

Report No.—ISBN-O-7969-0492-8 Pub Date—87

Pub Date—87
Note—1149.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—\*Cognitive Measurement, Cognitive Processes, Cultural Influences, \*Epistemology, Foreign Countries, \*Individual Differences, Inteligence, \*Learning Theories, Literature Reviews, \*Measurement Objectives, Problem Solving, Psychometrics, Research Needs

Identifiers-\*South Africa

The construction of cognitive tests is largely based on a Thurstonian model of the structure of the intel-lect, with test content described in terms of loadings on broad constructs called factors. Knowledge of on broad constructs caused factors. Anoweege of factorial content of a test does not necessarily correspond to knowledge of mental activities elicited by test performance. Modern cognitive theory, on the other hand, attempts to describe basic human information processing, but may not adequately accommodate individual differences. The integration of psychometrics with information processing theory. psychometrics with information processing theory would benefit both disciplines. In educational aswould benefit both disciplines. In educational assessment, evaluations done at a number of points in time during acquisition of competence could lead to better understanding of cognitive processes (as opposed to cognitive products alone). This paper reviews theory relevant to these related disciplines and proposes six assessment methodologies: (1) assessment of metacognition; (2) faceted tests; (3) measures of structures of knowledge; (4) error analysis; (5) learning potential and transfer; and (6) assessment of information processing styles. Implications are considered for adaptive education, for basic research (especially cross-cultural) on strategies of problem solving and task execution, and for assessment in multicultural settings such as South Africa. (Author/LPG)

ED 289 905

Quinn, D. William Gale, Larrie E.

Evaluating the Implementation of the Economic
Education Curriculum in Utah Schools.

Wasatch Inst. for Research and Evaluation, Logan,
LTT.

-Utah State Office of Education,

Spons Agency—U Salt Lake City. Pub Date—Jan 87

Pub Date—Jan 87

Note—59p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum Development, \*Curriculum Evaluation, \*Economics Education, Elementary Secondary Education, \*Instructional Material Evaluation, Instructional Materials, Program Development, Program Evaluation, \*Program Implementation, Questionnaires, \*Surveys, Workshops

Identifers—Utah

Identifiers—Utah
The Wasatch Institute for Research and Evalua-The Wasatch Institute for Research and Evaluation (WIRE) evaluated the Economic Education in
Utah Schools program to aid future implementations of the program curriculum materials. This
evaluation includes: (1) responses to an evaluation
survey of participants at a Utah State Economics
Curriculum Conference at Brian Head, August
12-15, 1986; (2) an examination of related program
documents; (3) consultation with program personel and program documents to revise the final report; (4) an evaluation of the dissemination
workshop at the annual Utah Education Association
meeting; and (5) a review of the process and prodworkshop at the annual Utan Education Association meeting; and (5) a review of the process and products of the program by an instructional development expert. Results, including implementation progress in classrooms as well as local workshops' dissemination of materials, are summarized in this report. Extensive attachments provide detailed findings from tensive attachments provide cetained initiating includes the survey, the survey instrument and procedures, and the full report of the expert review. Recommendations are presented for improving both the implementation and development processes. These include coordination of workshops through key personnel in each school district, additional funding for district workshops, more contact between local cur-riculum leaders and the state economics curriculum specialist, better use of the most talented and experi-enced curriculum developers, and adherence to spe-cific guidelines for developing instructional materials. (JGL)

TM 870 733

Mumford, Michael D. And Others
An Empirical System for Assessing the Impact of
Aptitude Requirement Adjustments on Air Force
Initial Skills Training.

Advanced Research Resources Organization, Be-

mesda, Md.
Spons Agency—Air Force Human Resources Lab.,
Brooks AFB, Tex. Manpower and Personnel Div.
Report No.—AFHRL-TR-86-19
Pub Date—Sep 87
Contract—F33615-83-C-0036
Note—1160. Appendix B is mersionity leafter.

Couract—F35017-03-00030
Note—116p; Appendix B is marginally legible.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Education, \*Aptitude Treat-

ment Interaction, \*Course Content, Labor Force Development, Mathematical Models, \*Military Personnel, \*Military Training, Occupational Sur-veys, \*Outcomes of Education, Path Analysis, Predictive Measurement, Training Objectives, \*Vocational Aptitude Identifiers—Air Force, Armed Services Vocational Aptitude Battery A multivariate modeling approach was developed to assess the impact of changes in aptitude require-

to assess the impact of changes in aptitude requirement minimums on U.S. Air Force technical training outcomes. Initially, interviews were conducted with technical training personnel to identify significant student inputs, course content, and training outcome variables. Measures of these variables were formulated on the basis of personnel records and routinely available training documents, and data were assembled for over 5,000 trainees in 39 initial-skills courses at five Air Force bases. A cross-validation sample consisted of about 1,000 trainees in nine courses. Using formal path analysis (LISREL V computer program), an empirical model of the training process was developed. Although aptitude was one of the best predictors of the quality of student performance, it interacted with a variety of other student input and course content variables in determining training outcomes. Course content variables tended to be defined by course subject-matter difficulty, occupational difficulty, and manpower requirements. Counseling mediated the relationship between training performance and distal training outcomes such as retraining time and student elimination. Appendices present sample interview questions, an Air Force policy document on student measurement (with reporting forms), and tables of input statistics and path analysis results. (LPG) to assess the impact of changes in aptitude require-ment minimums on U.S. Air Force technical train-

ED 289 907 TM 870 735 O'Neal, Marcia R. And Others

Predicting Success and Measuring Math Skills Improvement in an Introductory Statistics

Pub Date—Nov 86
Note—26p; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21,

Pub Type-Speeches/Meeting Papers (150) - Re-

- Research (143)

ports - Research (143)
EDRS Price - MF0I/PC02 Plus Postage.
Descriptors—\*College Mathematics, Grade Prediction, Graduate Students, Higher Education, Item Analysis, \*Mathematics Achievement, \*Mathematics Tests, Objective Tests, \*Predictive Measurement, Pretests Posttests, \*Statistics, Test Items, Test Reliability, Undergraduate Students This study examined and refined a mathematics skills instrument used to predict success in an introductory statistics course and to measure improvement in mathematics skills. Alternate forms of a 28-item true-false test were administered as a pretest and posttest to 18 undergraduate and 19 graduate students enrolled in introductory educational test and posttest to 18 undergraduate and 19 graduate students earolled in introductory educational statistics courses at the University of Alabama. Cronbach's alpha and corrected item-total correlations were computed for the pretest. Item analysis resulted in the elimination of 10 items from the original instrument. The alpha coefficient for the resulting 18-item instrument was .75. Total pretest scores were correlated with each of three course exams and with course average. Results revealed significant correlations with examinations administered after the first examination for the sample as a tered after the first examination for the sample as a whole. However, correlations for the two separate groups revealed significant results only for undergraduates. A groups-by-tests repeated measures de-sign was employed to detect between-group differences and mathematics skills improvement from pretest to posttest. Both groups improved, with greater improvement shown for undergraduates, but no conclusions could be drawn regarding the reason for the improvement. (Author/JGL)

TM 870 737
Ridout, Susan Ramp Manlove, Donald C.
The Development of the National Study of School
Evaluation's K-12 School Evaluative Criteria.
Note: 148 Pub Date—5/ Note—14p. Pub Type— Reports - Research (143) EDRS Price - MF01/PC01 Plus Postage. Descriptors—Elementary Secondary Education, \*Evaluation Criteria, Evaluation Needs, Ques-tionatics \*School Effectiveness. School Organi-

tionnaires, \*School Effectiveness, School Organization, \*Schools, \*Self Evaluation (Groups),

Teacher Attitudes, \*Test Construction Identifiers—\*National Study of School Evaluation, \*Unit Schools

Identifiers—\*National Study of School Evaluation, \*Unit Schools
The National Study of School Evaluation (NSSE) developed and tested a self-evaluation instrument to be used by unit schools (having grades K-12 under one administration and usually under the same roof or at least on the same grounds). A National Advisory Committee wrote the new instrument, compiling items from existing NSSE evaluative materials designed for elementary, junior high, and high schools, and adding items to meet the special evaluative needs of unit schools. Eleven schools participated in a 1981-82 pilot study. Faculties at the pilot schools completed the evaluation and responded to a postevaluation questionnaire; steering committee chairpersons were also interviewed. Questionnaire results showed that the new instrument was rated Good or Excellent by 69% of those responding and Fair or Poor by 31%. As major strengths of the instrument, participants mentioned that: (1) it promoted a total overview of the schools' programs; (2) it was thorough and comprehensive; and (3) it promoted interaction. The responses from steering committee chairpersons were similar, but they cited as the chief strength the fact that articulation was encouraged. Both groups cited repetitiousness and vagueness of some items as overall weaknesses. The instrument was revised to remedy these weaknesses. Since its publication in March 1983, over 3,000 copinstrument was revised to remedy these weaknesses. Since its publication in March 1983, over 3,000 copies have been purchased. (LPG)

ED 289 909

TM 870 738

Kippel, Gary M. Forehand, Garlie A.

SMRT-STEPS: School Mastery of Reading Test
System to Enhance Progress of Schools. Fall,
1986 Progress Report.

New York City Board of Education, Brooklyn. Of-

fice of Educational Assessment.

Pub Type— Reports - Research (143) — Numeri-cal/Quantitative Data (110) — Tests/Questionnaires (160)

naires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—"Administrator Attitudes, Attitude
Measures, Comparative Testing, Field Tests,
Grade 4, Instructional Improvement, Intermediate Grades, Local Norms, "Mastery Tests, Minimum Competency Testing, Reading Diagnosis, "Reading Tests, School Statistics, Scoring, Surveys, "Teacher Attitudes, "Test Construction Identifiers—Curriculum Related Testing, New York City Board of Education, "School Mastery of Reading Test

of Reading Test
This progress report describes the development
and field testing of the School Mastery of Reading
Test (SMRT). The SMRT was administered in May
1986 to 889 fourth graders in nine schools in Brooklyn, New York. Counts of students tested in each school and school profile data are provided. Ma-chine scoring procedures are detailed, and results tabulated, showing that the SMRT was relatively school and school profile data are provided. Machine scoring procedures are detailed, and results tabulated, showing that the SMRT was relatively easy (mean about 80% correct) with a negatively skewed score distribution. Subtest percentage scores are given by school and by district, as well as norms in percentiles and stanines. A professional panel of teachers, supervisors, and two Educational Teating Service personnel rated the usefulness of SMRT and made suggestions for relevant school improvement plans. To develop mastery scores and minimum standards, the panel judged item difficulty for three reading competency levels (satisfactory, minimum, below minimum); these judgments were coordinated with actual proportion correct on each item for three groups defined by Degrees of Reading Power test scores. The report considers the validity, reliability, and predictive value of SMRT, and its relation to National Assessment of Educational Progress norms. Attachments include questional Progress norms. tional Progress norms. Attachments include ques-tionnaires administered to the expert panel and the test-site teachers. (LPG)

TM 870 741 Velanoff, John Computer Assisted Learning and Evaluation. Pub Date—Jul 87

Pub Date—Jul 87

Note—64p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Computer Assisted Instruction,

\*Computer Assisted Testing, Computer Uses in

Education, Courseware, "Difficulty Level, Foreign Countries, Higher Education, "Independent
Study, "Law Related Education, "Multiple

Choice Tests, Scoring, Test Construction, Test

Format, Test Interpretation, Test Items

Identifiers-Canada

Identifiers—Canada

This report describes courseware for comprehensive computer-assisted testing and instruction. With this program, a personal computer can be used to:
(1) generate multiple test versions to meet test objectives; (2) create study guides for self-directed learning; and (3) evaluate student and teacher performance. Numerous multiple-choice examples, drawn from a legal studies curriculum at Fanshawe.

College London (Ontario), Canada, illustrate ten. formance. Numerous multipse-cnoice examples, drawn from a legal studies curriculum at Fanshawe College, London (Ontario), Canada, illustrate ten difficulty levels, ranging from a simple true/false choice (at Level 1) to a complex choice of two or more correct statements from a list of five or more statements (at Level 10). Four sample printouts show supplementary information provided to teachers. Addenda A prints student grades and individual responses to test items. Addenda B tabulates a statistical summary of class performance. Addenda C displays for each question the number of students choosing each possible answer, and, to detect any response bias, the number choosing A, B, C, and so forth across all test items. Addenda D reports a difficulty index, a discrimination index, and a measure of distractor effectiveness for each question. A bell curve can also be produced. Sample questions from philosophy, sociology, and business-related disciplines are offered, along with a case study suitable for adaptation to a home telecourse. (LPG)

ED 289 911 Johnson, Carl I.

New Jersey High School Proficiency Test: Identi-fication of the Skills and Development of the

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

Report No.—PTM-600-2

Pub Date-86

Note-61p.; For related documents, see TM 870 748-752.

748-752.
Pub Type— Reports - Descriptive (141)
EDRS Prics - MP01/PC03 Plus Postage.
Descriptors—Basic Skills, Educational Assessment,
Educational Objectives, High Schools, Item Analysis, Mathematics Skills, "Minimum Competencies, "Minimum Competency Testing, Reading
Skills, "Skill Analysis, "State Programs, Statewide
Planning, "Test Construction, "Testing Programs,
Test Items, Writing Skills Test Items, Writing Skills
Identifiers—New Jersey, \*New Jersey High School

Items, wrining Skills items, wrining skills items, when Jersey, New Jersey High School Proficiency Test. This booklet describes the test development process used to upgrade New Jersey's basic skills competency test, the High School Proficiency Test (HSPT). Ninth-grade students in New Jersey public schools must pass this test of reading, writing, and mathematics skills in order to receive a state endorsed high school diploma. Test development committees composed of members representing elementary, secondary, and higher education, as well as the business community, parents, and the New Jersey State Department of Education were formed in the areas of reading, writing, and mathematics. The procedures they followed included: (1) identification of skills to be tested in reading, writing, and mathematics; (2) selection of a contractor capable of writing the test items, producing and printing the writing the test items, producing and printing the booklets, scoring the tests, and distributing the test results to local school districts; (3) field testing results to local school districts; (3) field testing items to gather empirical evidence of their validity and reliability; and (4) final selection of test items based on field testing results. This test development process is repeated annually, adding new items for testing the same skills. The interval between initial writing of test items to production and distribution of tests it en months. Appendices include lists of committee members and extensive skill lists. (KSA)

TM 870 748

The Special Review Assessment Process: Guide-lines for District Implementation. New Jersey State Dept. of Education, Trenton. Report No.—PTM-400-16 Pub Date—Jun 84

Note—23p.; For related documents, see TM 870 747-752.

747-752.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Pustage.
Descriptors—Academic Achievement, Academic Records, "Educational Diagnosis, Evaluation Methods, "Graduation Requirements, High Schools, High School Students, "Informal Assessment, Limited English Speaking, "Minimum Competencies, School Districts, Skills, State Leg-

islation, State Standards, \*Student Evaluation dentifiers—\*Alternatives to Standardized Testing, New Jersey, \*New Jersey Special Review Assess-

ment
This guide intended for local school districts discusses the implementation of New Jersey's Special
Review Assessment (SRA) process which provides
high school students with the opportunity to demonstrate their mastery of basic skills by an assessment method other than the statewide graduation
test. The process is required for eleventh graders
who have not passed the graduation test. A panel of
at least three teaching staff members must: (1) evaluate student performance on state and local tests;
(2) examine student's coursework and transcripts. at least three teaching staff members must: (1) evauate student performance on state and local tests;
(2) examine student's coursework and transcripts;
(3) check student's visual, auditory, and/or medical
data; (4) examine pupil's proficiencies in other areas; (5) look at performance on the state-selected
test of English language fluency (for students of
limited English proficiency); and (6) conduct formal
interviews with the pupil, parents, teaching staff,
and a guidance counselor or psychologist. In addition, the panel must decide whether the above documentation verifies that deficient skills have been
mastered in accordance with district set criteria, and
determine whether a student has demonstrated
mastery in a sufficient number of skills areas to
equal scoring at the state-wide standard on the graduation test. The panel's recommendation goes to the
principal, the district superintendent, and the
country superintendent who certifies whether the
student has attained all skill requirements, can graduate, and receive a state-endorsed diploma. Student
SRA Profile forms are included. (KSA)

ED 289 913 TM 870 749 New Jersey Statewide Testing System: High School Proficiency Test, 1985-86. Technical Re-

port. New Jersey State Dept. of Education, Trenton.

Pub Date

Note—49p.; Developed by National Computer Sys-tems and Beck Evaluation & Testing Associates, Inc. For related documents, see TM 870 747-752.

Inc. For related documents, see TM 870 747-752. Pub Type-Reports - Research (143) EDRS Price - MF01/PC02 Plus Postage. Descriptors—"Equated Scores, Gradustion Requirements, High Schools, Item Analysis, Mathematics Tests, "Minimum Competency Testing, Pretesting, Reading Tests, "Scores, "State Programs, Statewide Planning, "Test Construction, Testing Programs, Test Items, "Writing Evaluation

Identifiers-New Jersey, \*New Jersey High School

Identifiers—New Jersey, "New Jersey single concerning the Proficiency Test
This Technical Report provides descriptions and summary data that assist measurement specialists in assessing the procedures used in developing New Jersey's High School Proficiency Test (HSPT), the technical qualities of the tests, and the statewide results obtained from its use. The data summarized this amount was collected during the various pharesults obtained from its use. The data summarized in this report were collected during the various phases of development of the third annual form of the New Jersey High School Proficiency Test (HSPT) during the 1985-86 school year. The HSPT is administered annually to all public school students in grade nine and constitutes a requirement for high school graduation. The three major data collection phases were Item Development and Review, Field Testing, and HSPT results. The first three sections of this report are organized according to these three of this report are organized according to these three phases. The fourth section describes the equating process used to link the HSPT back to the first administration of the test in 1984. The final section discusses the development and administration of the essay test, as well as the procedures for deriving the total writing test score. (KSA)

TM 870 750 ED 289 914 New Jersey Statewide Testing System: 1986-87 High School Proficiency Test. State Summary, Grade 9.

New Jersey State Dept. of Education, Trenton.
Pub Date—Aug 87
Note—99p.; Appended tables contain small print Note—379.; Appended tables contain small print that may not reproduce well. For related docu-ments, see TM 870 747-752. Available from—New Jersey Department of Educa-tion, 225 West State Street, CN 500, Trenton, NJ

08625.

Pub Type— Reports - General (140) — Numer cal/Quantitative Data (110) EDRS Price - MF01 Plus Postage. PC Not Avail-Reports - General (140) - Numeri-

able from EDRS.

Descriptors—Grade 9, Graduation Requirements,
High Schools, \*Mathematics Tests, \*Minimum

Competency Testing, "Reading Tests, School Districts, "Scores, "State Programs, State Standards, Tables (Data), Testing Programs, Trend Analysis, Urban Schools, "Writing Evaluation tentifiers—New Jersey, "New Jersey High School Perfeitiers," Test Identifiers

Identifiers—New Jersey, "New Jersey High School Proficiency Test
This report presents tables summarizing test results statewide for ninth-grade students who took the New Jersey High School Proficiency Test (HSPT) in April, 1987. The HSPT consists of reading, writing, and mathematics sections, and must be passed as one of the requirements for a high school diploma. Data include percent passing, mean score, and score distribution categories. In addition, tables are included that compare student performance for District Factor Group (DFG), 56 Urban Districts, and Regional Curriculum Services Units. Finally, the report contains district-by-district and school-by-school results grouped by DFG. Results for each subject are compared to student performance in 1986 and to the base year for test administration. Results showed that the percent of students passing for 1987 was 91.0% in reading, 77.0% in mathematics, and 85.9% in writing. Statewide, the percentage of grade nine students who passed all three sections of the test was 70.6% compared to 61.5% in 1986. The greatest increase occurred for 1987 in 1986. The greatest increase occurred for 61.5% in 1986. The greatest increase occurred for 61.5% in 1986 the percent of students who passed each section of the test continued to be lower than all the other districts. (KSA) Proficiency Test

ED 289 915 TM 870 751 New Jersey Statewide Testing System: 1986-8 High School Proficiency Test. State Summary Grade 10.

New Jersey State Dept. of Education, Trenton.

Pub Date—Aug 87
Note—98p.; Appended tables contain small print that may not reproduce well. For related documents, see TM 870 747-752.
Available from—New Jersey Department of Education, 225 West State Street, CN 500, Trenton, NJ

Pub Type— Reports - General (140) — Numeri-cal/Quantitative Data (110) EDRS Price - MF01 Plus Postage. PC Not Avail-

EDRS Price - MP01 Plus Postage, PC Not Avail-able from EDRS.

Descriptors—Grade 10, Graduation Requirements, High Schools, \*Mathematics Tests, \*Minimum Competency Testing, \*Reading Tests, School Districts, \*Scores, \*State Programs, State Stan-dards, Tables (Data), Testing Programs, Trend Analysis, Urban Schools, \*Writing Evaluation Identifiers—New Jersey, \*New Jersey High School Proficiency Test

Analysis, Urban Schools, \*Writing Evaluation Identifiers—New Jersey, \*New Jersey High School Proficiency Test
This report summarizes test results statewide for tenth-grade students who took the New Jersey High School Proficiency Test (HSPT) in April, 1987. The HSPT consists of reading, writing, and mathematics sections, and must be passed as one of the requirements for a high school diploma. The tenth-grade students who were tested consisted of students who previously did not pass one or more sections of the test, and newly-enrolled tenth graders who did not attend a New Jersey public school as ninth graders. Results for each subject are presented, along with tables that show student performance for District Factor Group (DFG), 56 Urban Districts, and £gonnal Curriculum Services Units. Finally, the genomal Curriculum Services Units. Finally (Services Units) Finally (Services Un ing. Statewide, the percent of tenth-grade students tested who passed all three sections of the test was 59.2%. (KSA)

ED 289 916 TM 870 752 ED 289 916

New Jersey Statewide Testing System: Minimum
Busic Skills Test, 1986-87. State Summary.
New Jersey State Dept. of Education, Trenton.
Pub Date—Aug 87

Note—78p.; For related documents, see TM 870
747-785.

747-751.

747-751.

Pub Type— Numerical/Quantitative Data (110) —
Reports - General (140)

EDRS Price - MP01/PC04 Plus Postage.
Descriptors—Basic Skills, "Graduation Requirements, High Schools, "Mathematics Tests, "Minimum Competency Testing, "Reading Tests, School Districts, "Scores, State Programs, Tables (Data), Testing Programs, Trend Analysis

Identifiers—\*Minimum Basic Skills Test, New Jersey, \*New Jersey Minimum Basic Skills Program This report consists of data tables summarizing test results statewide for students in grades 11 and 12 who took the New Jersey Minimum Basic Skills (MBS) test in March, 1987. The MBS assesses minimum still is oraction and mathematica It is reaction. 12 who took the New Jersey Minimum Basic Skills (MBS) test in March, 1987. The MBS assesses minimum skills in reading and mathematics. It is used as the graduation test for students who entered ninth grade prior to September 1985 and have not yet passed this test, and for students no longer enrolled who were denied a diploma in 1985 or 1986 because they did not meet the basic skills requirement. Results for each subject are compared to student performance in previous years. In addition, tables are included that compare student performance for District Factor Group (DFG), 56 Urban Districts, and Regional Curriculum Services Units. The report also contains district-by-district and school-by-school results grouped by DFG. The reading test was administered to 3,980 students in grade 11, 356 students in grade 12, and 31 returning students. The percent passing for each group was 81.5%, 68.5%, and 32.3%, respectively. The mathematics test was administered to 4,087 students in grade 11, 310 students in grade 12, and 24 returning students. The percent passing for each group was 85.1%, 79.0%, and 50.0%, respectively. (KSA)

ED 289 917 TM 870 753

Dragow, Fritz And Others
Modeling Incorrect Responses to Multiple-Choice
Items with Multilinear Formula Score Theory.
Illinois Univ., Urbana. Model Based Measureme

Spons Agency—Office of Naval Research, Arling-ton, Va. Personnel and Training Research Programs Office.

Pub Date—Aug 87 Contract—N00014-83K-0397; N00014-86K-0482;

Note—117p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Post Ar

EJIRS Price - MF0I/PC05 Plus Postage.

Descriptors—Aptitude Tests, Item Analysis, \*Latent Trait Theory, Mathematical Models, Measurement Techniques, \*Multiple Choice Tests, \*Nonparametric Statistics, \*Response Style (Tests), \*Scoring Formulas, Vocational Aptitude, Young Adults

(Tests), \*Scoring Formulas, Vocational Aptitude, Young Adults
Identifiers—\*Armed Services Vocational Aptitude
Battery, Dichotomous Scoring, Distractors
(Tests), \*Multilinear Formula Score Theory,
Polychotomous Scoring
This paper addresses the information revealed in incorrect option selection on multiple choice items.
Multilinear Formula Scoring (MFS), a theory providing methods for solving psychological measurement problems of long standing, is first used to estimate option characteristic curves for the Armed Services Vocational Aptitude Battery Arithmetic Reasoning test. Accurately estimated curves are ob-Reasoning test. Accurately estimated curves are ob-tained for real and simulated data. Then the statisti-cal information about ability is computed for dichotomous and polychotomous scorings of the items. Moderate gains in information are obtained for low to slightly above average abilities. The difor low to slightly above average abilities. The di-chotomous and polychotomous models are then compared for their relative performances in appro-priateness measurement. The rates of detection of some types of aberrance responding were more than 100% higher for optimal polychotomous appropri-ateness indices than any dichotomous model index. Coasequently, the MFS polychotomous model pro-vides opportunities for better testing by allowing more accurate ability estimates, improvements in theory and practice of item writing, and more pow-erful appropriateness measurement. (Author/KSA)

TM 870 755

Mahoney, Susan S.
Credit by Examination at the University of Texas at Austin, 1986-87. Texas Univ., Austin. Measurement and Evaluation

Report No.—SR-87-3 Pub Date—Sep 87

Pub Date—Sep 87

Note—103p.

Note—103p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, \*Advanced Placement, \*College Crodits, College Curriculum, \*College Entrance Examinations, \*Equivalency Tests, Higher Education, Intellectual Disciplines, \*Student Placement, Testing Programs, \*Test Results

Identifiers—Advanced Placement Examinations

(CEEB), College Board Achievement Tests, \*University of Texas Austin
This report covers the 1986-87 testing year in which eight colleges or schools at the University of Texas (UT) at Austin participated in the credit-by-examination program. Test results in 18 subject areas are reported. The summary section includes a discussion of the overall impact of credit-by-examination on eight participating schools or colleges, as well as comparisons of the 1986-87 test results with results from preceding years. Evaluations of 26,023 test scores, covering 51 subject areas in 171 courses taught in 36 departments or divisions are recorded in this report. Of the 10,735 individuals who participated, 29% earned no credit eligibility, 18% merited between four and six semester hours, and 25% earned from seven to 18 semester hours. At the upper range of the scale were 6% who earned between 19 and 30 semester hours and 2% who qualified for more than 30 semester hours and 2% who qualified for more than 30 semester hours. Four types of tests were used in the credit-by-examination program: (1) UT Austin Tests for Credit constructed locally by certain academic departments; (2) College Board Achievement Tests; (3) College Board College Level Examination Program Subject Examinations; and (4) College Board Advanced Placement Examinations. (KSA)

ED 289 919 TM 870 756 Delaware Educational Assessment Program. 1986 Statewide Test Results. Summary Report. Delaware State Dept. of Public Instruction, Dover. Pub Date—86

e-27p.; For a related document, see TM 870

659.

Available from—Delaware State Board of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (microfiche). Pub Type—Reports - General (140) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Achievement Cains, "Achievement Tests, Basic Skills, Comparative Testing, Educational Assessment, "Educational Testing, Educational Assessment, "Education, Language Tests, Mathematics Tests, Reading Tests, School Districts, Scores, Standardized Tests, State Norms, "State Programs," Testing Programs

Mathematics Tests, Reading Tests, School Districts, Scores, Standardized Tests, State Norms, "State Programs, "State Programs, "Testing Programs Identifiers—"Comprehensive Tests of Basic Skills, "Delaware Educational Assessment Program During April, 1986, approximately 60,000 Delaware public school students in grades 1 through 8 and in grade 11 were administered a battery of achievement tests as part of the state-funded Delaware Educational Assessment Program (DEAP). The Comprehensive Tests of Basic Skills (CTBS) in reading, language arts, and mathematics was administered. In addition, science and social studies were tested at grade 11. Results showed that the overall performance by Delaware students tested (regular and special education combined) was above the national average in all content areas at all grade levels. In all grades, Total Mathematics scores were higher than Total Reading scores. In all grades for which Total Language scores were wailable, Total Language scores were higher than Total Reading scores. In comparisons across grades, students in the primary grades generally obtained higher scores than those in upper grades. These trends across grades and subtests are the same as those reported in the 1984 and 1985 Statewide Test Results Report. (This report includes a breakdown of test scores by school district, as well as important factors that make each district unique. Component objective data are shown in the appendix by content area.) (KSA)

Onnecticut Basic Skills Proficiency Test, 1986-87. Mathematics, Basic Writing Skills in the Language Arts, Reading. Summary and Interpretations. cticut State Board of Education, Hartford.

Connecticut State Board of Education, Hartsoru.
Pub Date—87
Note—50p.; Several tables and figures contain small print.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—9Achievement Tests, Grade 9, High Schools, Language Tests, Mathematics Tests, Minimum Competencies, "Minimum Competency Testing, Reading Tests, Scores, "State Programs, Test Construction, "Testing Programs, Test Results, Trend Analysis, Writing Evaluation

Identifiers—Connecticut, \*Connecticut Basic Skills
Proficiency Test

This booklet interprets and summarizes the results of the Connecticut Statewide Basic Skills Proficiency Test as administered to ninth graders in October, 1986. The test measures basic skills in reading and mathematics, and basic writing skills in the language arts. The test is used to identify students who require further remediation in order to participate successfully in ninth-grade classes. The 1986 results showed that 90 percent of the students met or exceeded the Statewide Level of Expected Performance (SLOEP) in reading, writing, language arts, and mathematics for the third consecutive year. Although the percent of urban students at or above the SLOEP increased in all areas, large cities continued to have the highest percent of students in need of remedial assistance (40.1%). In addition, this publication includes sections covering the following: (1) Designing the Mathematics, Basic Writing Skills, Language Arts and Reading Tests; (2) Test Development Procedures including Pilot Testing and setting the SLOEP; (3) Test Administration and Scoring; and (4) The October 1986 Proficiency Test Results by type of community, school district, state and individual students. Tables are included comparing the statewide results of each of the 1986 tests with the regretions it years! score. Even writing comparing the statewide results of each of the 1986 tests with the previous six years' scores. Five writing samples are included to illustrate holistic scoring standards. (KSA)

ED 289 921 TM 870 768

Alexander, Francie California Assessment Program. Annual Report, 1985-86. California State Dept. of Education, Sacramento.

Note—127p. Available from—Publications Sales, California State Dept. of Education, P.O. Box 271, Sacra-mento, CA 95802-0271 (\$2.00).

Pub Type— Reports - General (140) EDRS Price - MF01 Plus Postage. PC Not Avail-able from EDRS.

able from EDRS.

Descriptors—Achievement Gains, \*Achievement Tests, Comparative Testing, \*Educational Assessment, Elementary Secondary Education, Mathematics Tests, Reading Tests, \*Scotol Demography, Science Tests, Scores, Social Studies, \*State Programs, Student Characteristics, \*Testing Programs, \*Test Results, Writing Skills Identifiers—California, \*California Assessment

Identifiers—California, \*California Assessment Program The California Assessment Program (CAP) collects a wide range of schievement and demographic data to help local schools and districts improve their instructional programs. Tests in the areas of English/Innguage arts, mathematics, history-social science and science designed by California educators are administered to students in grades 3, 6, 8, and 12 annually. The introductory chapter to this annual report gives background data and information regarding the CAP. Scholastic Aptitude Test results are also summarized. Chapter 2 contains demographic data revealing California's diversity in student population, including ethnic group, language fluency, and socioeconomic status. The number of various types of courses taken by twelfth graders is fluency, and socioeconomic status. The number of various types of courses taken by twelfth graders is included along with the amount of time students spend watching television, reading for pleasure, doing homework, and working on writing assignments. The body of this report, as seen in chapters 3 through 6, contains information about the 1985-86 results for reading, written expression, mathematics, history-social science, and science. Statewide results showed improvement for all test scores for all grade levels and all content areas except two. The two declines occurred in grade eight history-social science and grade twelve reading. The observations and recommendations of teachers and local curriculum specialists appear in the content area chapters. (KSA)

TM 870 775 ED 289 922

Guedry-Hymel, Linda Hymel, Glenn M.
A Conceptual Model for Promoting Study Skills and Test-Taking Techniques among Secondary School Students: Curricular, Instructional/Guidance, and Assessment Perspectives.

Pub Date—Nov 84

Note—18. Page 1988

Note—Nov 84
Note—18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 16-18, 1984).
Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)—Information Analyses (1702)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—Achievement Tests, Evaluation, Inte-

grated Curriculum, Intentional Learning, \*Learning Strategies, \*Models, Frogram Evaluation, \*Secondary School Curriculum, Study Habits, \*Study Skills, \*Test Wiseness

ulum, Study Habits, \*Study Skills, \*Test Wiseness This paper develops a conceptual model involving curricular, instructional/guidance, and assessment perspectives on the promotion of study skills and test-taking techniques among secondary school students. From the curricular standpoint, consideration is given to a recommended range of topical coverage and a diversified array of printed/mediated resources based largely on the hm (Harvard-Milton Academy) study skills series published by the National Association of Secondary School Principals. A survey of suggested instructional/guidance options for promoting study skills and test-taking techniques extends from integrating such instruction with curricular offerings across content areas to the employment of instructional such instruction with curricular offerings across content areas to the employment of instructional strategies from which students may infer and even-tually develop effective study skills. Finally, consid-eration is given to criterion-referenced and norm-referenced tests that might provide a basis for norm-referenced tests that might provide a basis for determining student progress as well as program effectiveness. Appendices include: (1) recommended curricular content for promoting study skills and test-taking techniques; (2) a three-page bibliography of recommended curricular resources, including both printed and audiovisual materials; and (3) a description of the model, including the names of two suitable tests-Effective Study Test: High School Level, and Survey of Study Habits and Attitudes. (Author/KSA)

## UD

UD 025 807 ED 289 923

Freed, Chester W. Racial and Ethnic Report: Pupil Enrollment, Sep-

Delaware State Dept. of Public Instruction, Dover. Report No.—DPI-95-01/86/12/01 Pub Date—Dec 86

Note—57p.

Note—57p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Blacks, \*Enrollment, \*Ethnic Distribution, \*Minority Groups, \*Racial Distribution, \*School Demography, School Districts Identifiers—\*Delaware

Identifiers—"Delaware
This report, from the Department of Instruction
in Dover, Delaware, provides school enrollment figures by race and ethnicity for all school districts in
the state. The figures are from school reports of
September 30, 1986. The four tables present the
following information, respectively: (1) racial and
ethnic composition by school pupil enrollment including regular, special, and vocational programs;
(2) racial and ethnic enrollment summary by school
district; (3) the percentage of Black students by
grade by district; and (4) the percentage distribution
of students by racial/ethnic origin by district for
1984-85 through 1986-87. Tables 1 and 2 show total
student enrollments and also include enrollment tail
student enrollments and also include enrollments and
student enrollments and also include enrollments and
ics, and Whites. (VM)

UD 025 909

White, Terry F. Study of High School Seniors Phi Delta Kappa

1986. Indiana Univ., Bloomington. Pub Date—86

Pub Date—en
Note—98p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Quality, High Schools,
"High School Seniors, \*Parent Attitudes, \*Public
Control of School Activities Cabol Retio. \*School Retio. \*Schoo

\*High School Seniors, \*Parent Attitudes, \*Public Opinion, School Activities, School Policy, \*Student Attitudes, Teaching (Occupation), Testing This 1986 study of high school seniors addresses two topics. First, it reports seniors' attitudes toward and opinions about school, teachers, and school problems. Second, it compares the attitudes and opinions of high school seniors with those of Americans in general and those expressed by parents of high school students. Responses to questions in the following areas are reported: (1) attitudes concerning teachers and the teaching profession; (2) the quality of schools; (3) school activities; (4) school policies and practices; (5) the most serious problems facing public schools; (6) national testing; (7) liking school; (8) future plans of students; and (9) seniors,

work, and money. Results are reported in percentages and comparisons are made with previous studies. Information on methodology and on the comparison studies are contained in an appendix. Disaggregated responses are shown for race, sex, type of school, and student grades. (VM)

E.D 289 925

A Blueprint for Success: Community Mobilization for Dropout Prevention.

National Foundation for the Improvement of Education, Washington, D.C.

Report No.—NFIE-A701-00343-1

Pub Date—87

Note—66

Pub Date—87
Note—66p.
Navailable from—National Foundation for the Improvement of Education Publications; P.O. Box 509, West Haven, CT 06516 (\$4.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Poetage.
Descriptors—Citizen Participation, "Community Action, Community Programs, "Dropout Prevention, Dropout Program Journal Power, "Program Development, "Program Implementation, "School Community Programs, Secondary Education

Identifiers-Empowerment, \*Mobilizatio

The school dropout rate is a problem which edu-cators cannot solve alone. It will take a total societal effort to design solutions. This document presents the ideas and strategies discussed at a conference on dropout prevention attended by leaders of national ation organizations. Theoretical as well as prac-suggestions are given to begin the process of tical suggesti tical suggestions are given to begin the process of mobilizing the community to combat the dropout rate. Components of this process are the following: (1) mobilizing the individual; (2) mobilizing the co-alitions; (3) mobilizing the public; (4) mobilizing the agencies; (5) acting on the vision; and (6) sustaining the effort over the long run. Advice and checklists are provided for each of these steps. (VM)

ED 259 926 UD 025 932 Welfare and Taxes: Extending Benefits and Taxes to Puerto Rico, Virgin Islands, Guam, and American Samoa. Report to the Acting Cairman, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources. UD 025 932

of Human Resources. Report No.—GAO/HRD-87-60 Pub Date—Sep 87

Note—213p. Available from-Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, additional copies \$2.00 each). Pub Type— Reports - Evaluative (142) EDRS Price - MP01/PC09 Plus Postage. Descriptors—Economic Status, \*Federal Aid, \*Federal Programs, \*Social Services, \*Taxes, Un-

\*Federal Programs, \*Social Services, \*Taxes, Unemployment Identifiers—Aid to Families with Dependent Children, American Samoa, Food Stamp Program, Guam, Income Taxes, Medicaid, Puerto Rico, \*United States Territories, Virgin Islands The provision of Federal aid is more limited in United States territories and possessions than it is in the states. These areas are generally exempt from Federal taxes as an incentive to their economic self-reliance. This study analyzes the impact of extending full Federal aid and income taxes to these areas. Although Federal spending in these territories would double, more revenue would be generated from the taxes. This revenue may decline over time however, due to the loss of business tax incentives for American corporations with operations in the territories. Analysis of the considered change shows an increase in Federal costs in the territories and a decrease in their own costs. The leaders in these territories are not in favor of extending the and a decrease in their own costs. The leaders in these territories are not in favor of extending the Federal income tax. Some favored the extension of aid programs but expressed some concern about welfare dependency, work disincentives, and an influx of immigrants who want public assistance. Seventeen appendices and 21 tables cover descriptions of Federal programs, local demographics of the territories, and comments from United States and territory officials. (VM)

UD 025 937

Stern, David Dropout Prevention and Recovery in California, California Univ., Berkeley. School of Education. Spons Agency—California State Dept. of Educa-tion, Sacramento. Pub Date-Feb 86

Pub Date—Feb 86

Note—36p.
Pub Type— Information Analyses (070) — Reports
Descriptive (141)
EDRS Price - MF0L/PC02 Plus Postage.
Descriptors—\*Dropout Prevention, \*Dropout Programs, \*Educational Counseling, Elementary Secondary Education, \*High Risk Students, Nontraditional Education, Potential Dropouts, Program Administration, \*Program Effectiveness, Remedial Programs, Student Needs
Identifiers—California
The costly supplemental or alternative programs

The costly supplemental or alternative programs that combat chronic school failure and continued that combat chronic school failure and continued high dropout rates are not always effective for the following reasons: (1) students do not always find out which programs are available, and (2) if no suisable program is available, there is usually no one responsible for trying to create one. People with local responsibility for dropout prevention should use an efficient procedure for assessing the situations of individual students and referring them to the most suitable program. Students drop out for numerous reasons, and there are numerous possible responses to students at risk of dropping out. Dropout prevention programs offer various curricula, inresponses to students at risk of dropping out. Dropout prevention programs offer various curricula, including the following: (1) regular academic curriculum leading to local diploma; (2) remedial academic curriculum leading to diploma equivalent; (3) specialized vocational program leading to job placement; and (4) combined academic and vocational curricula. Dropout programs vary in their locations (regular high schools, other schools, non-school organizations), instructional processes, administrations, ranges of related activities, and schedules. A comprehensive assessment system should be developed to better match students with the available programs. A 35-item bibliography is appended. (BJV)

UD 025 940 Thurston, Linda P. Greenwood, Charles R. Developing Survival Skills Workshops for Urban

Kansas Univ., Lawrence. Bureau of Child Research. Pub Date—Jul 81

Pub Date—Jul 81
Note—47p.
Pub Type— Reports - Descriptive (141) — Reports
- Evaluative (142)
- Evaluative (142)
Descriptors—Coping, \*Daily Living Skills, \*Economically Disadvantaged, \*Females, Individual Development, Interpersonal Competence, Minority Groups, Mothers, \*Program Evaluation, Social Services, \*Urban Environment, \*Workshops Survival Skills for Urban Women is a series of 10 shour workshops desired for low-income minority. Survival Skills for Urban Women is a series of 10
3-hour workshops designed for low-income minority women. The workshops cover the following topics: (1) assertiveness; (2) personal health; (3) nutrition; (4) money management; (5) child management; (6) legal rights; (7) self-advocacy; (8) crisis coping; (9) community resources; and (10) re-entry to the world of work and education. A total of 31 women participated in three survival skills training groups involved in three survival skills training groups involved in three survival skills training groups involved in three survival skills training groups (over 300 women) were trained in the Kansas City (Kansas) area. Using evaluation measures of workshop unit tests, direct observations of facilitator behavior, take-home practice vations of facilitator behavior, take-home practice projects completed, and attendance at sessions, for projects completed, and attendance at sessions, for process, outcome and participant satisfaction, it was demonstrated that the survival skills were effectively mastered and that improved versions of the program increased participants' application of the program content to their everyday lives. The program offers the opportunity for women to acquire key skills and to develop social networks, which guard against the isolation so common in urban en-vironments. The model is being disseminated to community agencies that deal with women. Five tables and seven figures present definitions and sta-tistical data. (VM)

Magnet Schools: Information on the Grant Award Process. Briefing Report to the Chairman, Com-mittee on Labor and Human Resources, U.S.

eral Accounting Office, Washington, D.C. Div.

of Human Resources.
Report No.—GAO/HRD-88-20BR
Pub Date—Oct 87

Note—32p. Available from—U.S. General Accounting Office,

P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; additional copies \$2.00 each; 25% discount on 100 or more).

Pub Type—Legal/Legislative/Regulatory Materials (990) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cultural Differences, "Desegregation Methods, Elementary Secondary Education, "Evaluation Criteria, "Federal Aid, Federal Regulation, "Grants, "Magnet Schools, "Program Proposals, Public Schools
Magnet schools offer special courses of study in order to attract students of different racial backgrounds. The Magnet School Assistance Frogram was authorized by Congress to provide funds to achool districts for planning and promoting magnet schools. Eligible school districts desiring such assistance submit annual applications are reviewed, evaluated, and scored by a panel of experts. In 1987, as the program was being reviewed for reauthorization, a study was conducted to evaluate the grant award process. This document reports the results of that study. The inquiry centered around the following four questions: (1) What are the legislative, regulatory, and policy guidelines under which the grant award process operates? (2) What were the tifferences between the 1985 and 1987 grant award processes? (3) How were field readers selected to evaluate proposals? and (4) What were the 1987 field readers' views on the grant award process and suggestions for improvement? Responses to these questions are given and data are presented in seven tables and three figures. (VM)

ED 289 930 UD 025 942

ED 289 930 UD 025 942 Rosenblum, Sheila Firestone, William A. Alienation and Commitment of High School Students and Teachers.
Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—21 Apr 87
Note—30: Paper researched at the Annual Most.

otot—379.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). ub Type—Reports - Research (143)—Speeches/-

ciation (wasnington, DC, April 20-24, 1987).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Alienation, Attachment Behavior,
Educational Environment, High Schools, \*High
School Students, Relevance (Education), \*School
Effectiveness, \*Secondary School Teachers, \*Urban Education Identifiers—\*Commitment

The extent, nature, and sources of alienation among students and teachers in high school are being examined at two inner city comprehensive high schools in each of five large urban districts. Research methods include interviews with staff (over 300 individuals) and collection of statistical data. A conceptual framework for studying these issues is presented and the data collection procedures are discussed. Three types of teacher commitment and two types of student commitment have been found. Interrelationships between teacher commitment Interrelationships between teacher commitment and student commitment have been uncovered. Correlates and results of this ongoing study are presented in figures, charts, and tables. Emerging themes in student and teacher commitment are listed. General preliminary findings suggest the following: (1) the district context influences student and teacher commitment; (2) there is an interplay between student and teacher commitment; and (3) a variety of school factors influence the interaction between teachers and students. (VM) between teachers and students. (VM)

Education and Community Renewal: Regents Policy and Service Models.

New York State Education Dept., Albany. Educational Research Services Unit.

Pub Date—Sep 87

Pub Date—Sep 87
Note—39p.
Pub Type— Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Economically Disadvantaged, Educational Improvement, "Educationally Disadvantaged, "Education Service Centers, Elementary Secondary Education, Governing Boards, Models, School Business Relationship, "School Community Relationship, "School Role, Social Services Services

Identifiers—New York
Environmental and institutional barriers faced by

individuals and families living in economically distressed areas prevent them from benefiting from education to the same degree as other populations. A high level of economic and social distress is associated with high dropout rates. To help institutions to more effectively address the needs of disadvantaged people, the New York State Board of Regents adopted, in 1985, a policy statement which underscored the role of schools in cooperating with other human service providers on this issue. The Regents specifically called for the use of schools as bases of operation for the delivery of comprehensive services. Suggestions for these services include the following: (1) human services for students and their families which address the out-of-school causes of low performance; (2) academic support services available on a 12-month basis; and (3) educational services targeted toward hard-to-serve or special populations. This document contains the text of the Regents' policy, a list of potential funding sources, and two annotated bibliographies. (VM)

ED 289 932 UD 025 944

Friedman, Malcolm
Leadership Training for Linguistic Minorities for Service in the Inner City.
Long Island Univ., Brooklyn, NY.
Pub Date—31 Oct 87

Pub Date—31 Oct 87
Note—18p.; Paper presented at the University for Educational Administration Conference (Charlottesville, VA, October 31, 1987).
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Administrators, \*Bilingualism, Elementary Secondary Education, \*Graduate Study, Internship Programs, Leadership Qualities, Minority Groups, Multicultural Education, Supervisors, \*Urban Education, Urban Environment, \*Vocational Education, Urban Environment, \*Vocational Education Vyork, New York

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UD 025 945 ED 289 933

ED 289 933
Thurston, Linda P.
Behavioral Methodology for Designing and Evaluating Applied Programs for Women.
Pub Date—28 May 82
Note—33p.; Paper presented at the Annual Convention of the Association for Behavior Analysis (8th, Milwaukee, Wl., May 28-31, 1982).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Behaviorism, Bias, Cultural Context, Daily Living Skills, Females, "Minority Groups, Program Development, Public Policy, "Research Problems, "Scientific Methodology, "Social Science Research ence Research

To be maximally effective in solving problems, researchers must place their methodological and theoretical models of science within social and poresearcher's must place their methodological and political contexts. They must become aware of biases and assumptions and move toward a more valid perception of social realities. Psychologists must view women in the situational context within which behaviors happen, and must avoid the sexist viewpoints which have been traditional in American culture. This paper discusses the scientific method in terms of the social and political contexts of our culture and suggests five critical areas which behaviorists must analyze as they develop programs for minorities. These areas are: (1) formulation of the problem; (2) operationalization of the program/research; (3) consideration (or lack of consideration) of the social-political context in which women behave; (4) experimenter bias; and (5) analysis and inference. A case study of the Juniper Gardens Children's Project from 1979 to 1982 is presented. (Author/VM) ED 289 934

UD 025 946

EIJ 289 934
Thurston, Linda P.
Utilizing Urban Women as Peer Trainers in Behavioral Community Programs.
Pub Date—28 May 82

Pub Date—28 May 82
Note—37p.; Paper presented at the Annual Convention of the Association for Behavior Analysis (8th, Milwaukee, WI, May 28-31, 1982).
Pub Type— Reports - Descriptive (141) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behaviorism, Community Programs, Competence, "Daily Living Skills, "Females, "Paraprofessional Personnel, "Peer Teaching, Program Development, Role Models, "Social Services, "Urban Environment
Many more neonle are in need of rehabilitation.

Program Development, Role Models, "Social Services, "Urban Environment
Many more people are in need of rehabilitation, social services, and education than there are professionals suilable to provide help. This gap in service has led to the exploration and utilization of nonprofessionals to fill these roles. Many of these nonprofessionals are peers of the needy people. This adds the advantage of "peer relationships" as a positive dimension in the interaction of helper and client. Two programs at the Juniper Gardens Children's Project at the University of Kanasa-the Juniper Gardens Family Education Program (FEP) and Survival Skills for Urban Women-use this model where women become peer trainers for program participants. Evaluations of these and other peer training programs show the efficacy of using peer trainers as deliverers of behavioral community programs. For maximal utilization of this model the following five strategies are suggested: (1) selecting peer-trainers; (2) establishing competencies; (3) training competencies; (4) measuring outcome/monitoring performance; and (5) maintaining acquired competencies/quality control. Statistical data are presented. (Author/VM)

ED 289 935 UD 025 947

Birman, Beatrice F. And Others
The Current Operation of the Chapter 1 Pr
Final Report from the National Assessi Final Report from the National Assessment of Chapter 1. Office of Educational Research and Improvement (ED), Washington, DC. Report No.—OR-87-504 Pub Date—87

Note—288p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington, DC 20402.

DC 20402.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors— Compensatory Education, Educational Assessment, \*Educational Legislation, \*Educationally Disadvantaged, Elementary Secondary Education, Pederal Aid, \*Pederal Legislation, Instructional Effectiveness, Program Administration, \*Program Evaluation, School Effectiveness, Staff Utilization Identifiers— Education Consolidation Improvement Act Chapter 1

Identifiers—"Education Consolidation Improve-ment Act Chapter 1

This final report is part of a national assessment on the Chapter 1 Compensatory education program. The assessment, which began in 1984, includes na-tional data through 1987. The topics covered in the report are the following: (1) program framework; (2) findings and implications of the national assess-ment; (3) distribution, character, and selection of the schools and students: (4) overview of services: ment; (3) distribution, character, and selection of the schools and students; (4) overview of services; (5) effective educational practices in Chapter 1 programs; (6) relationship between Chapter 1 and the regular school program; (7) Chapter 1 in the school setting; (8) services to private school students; (9) effects of new Chapter 1 standards for local procedures; (10) effects of reduced application and reporting requirements; (11) organization and staffing of Chapter 1 programs; (12) state and federal oversite and assistance activities; (13) state and local administrative burden; (14) legislative options; and (15) options for policymakers. Four appendices include: (1) Congressional Mandate and Index of Issues; (2) National Assessment of Chapter 1 surveys and studies; (3) Administrative History and Status; and (4) Description of School and District survey samples, standard error calculation and significance

UD 025 948 ED 289 936 The Superintendent's Report to the Board of Education, School Year 1986-87.
District of Columbia Public Schools, Washington,

Pub Date—87 Note—25p.; Photos and charts may not reproduce

well.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgets, \*Cooperative Programs, Demography, Educational Assessment, Educational Technology, Elementary Secondary Education, School Districts, \*Urban Education, \*Writing In-

struction

Identifiers—\*District of Columbia Public Schools

This report by the Superintendent of schools in
Washington, D.C., describes the activities and
progress of the school system for the year 1986-87.
It is the 21st largest school district in the United
States, and one of the most culturally diverse.
Progress is reported on all levels, with particular
stretties to the companyet liferacy, program, which Progress is reported on all levels, with particular attention to the computer literacy program, which brought technology into virtually every area of learning. Demographic information about the students is presented. The following five areas of priority are reviewed: (1) elementary education; (2) aecondary education; (3) educational technology; (4) writing improvement; and (5) new partnerships with other government agencies and the private sector. Photographs are included on each page. Statistical information is graphically displayed. Names and titles of the members of the Board of Education and the Superintendent's Executive Council are provided. (VM)

UD 025 949 ED 289 937

Onnecticut Education Evaluation and Remedial Assistance. Grade 4 Mastery Test Results: Sum-mary and Interpretations 1986-87. onnecticut State Dept. of Education, Hartford.

Pub Date-87 Note-134p.; lote—134p.; For 1985-86 test results see ED 281 886. For other 1986-87 Mastery Test results, see UD 025 950-951.

UD 025 950-951.

Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors— "Academic Achievement, "Academic Standards, Behavioral Objectives, "Grade 4, Intermediate Grades, Language Arts, "Mastery Tests, Mathematics, Remedial Instruction, Scoring, "Test Construction, Writing Instruction Identifiers—"Connecticut
The central aspect of Connecticut" a geneda for

ing. \*Test Construction, writing instruction Identifiers—\*Connecticut
The central aspect of Connecticut's agenda for educational equity and excellence is the implementation of statewide mastery testing in mathematics and isnguage arts. The program, designed for grades four, six, and eight, asseases the skill levels of students by measuring their performance on learning objectives they should have mastered in lower grades. Student performance also indicates the effectiveness of remedial assistance programs and regular instruction. This report summarizes the development and implementation of the Grade Four Mastery Test. These four steps in the program are discussed: (1) mastery test development; (2) setting mastery standards by objective; (3) test administration and scoring; and (4) school district test results reporting. Statewide mastery test results are given for Fall 1986. Five charts show the percentage of students who achieved mastery for each test objective. The learning objectives, sample score report, and information about the school districts are presented in 11 appendices. (VM)

UD 025 950 Connecticut Education Evaluation and Remedial Assistance. Grade 6 Mastery Test Results: Sum-mary and Interpretations 1986-87. Connecticut State Dept. of Education, Hartford.

-87

Note—142p.; For other 1986-87 Mastery Test results, see UD 025 949-951.

suits, see UD 025 949-951.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF0L/PC06 Plus Postage.
Descriptors—"Academic Achievement, "Academic Standards, Behavioral Objectives, "Grade 6, Intermediate Grades, Language Arts, "Mastery Tests, Mathematics, Scoring, "Test Construction, Writing Instruction Identifiers—"Connecticut

Writing Instruction
Identifiers—"Connecticut
The central aspect of Connecticut's agenda for educational equity and excellence is the implementation of statewide mastery testing in mathematics and language arts. The program, designed for grades four, six, and eight, assesses the skill levels of students by measuring their performance on learning objectives they should have mastered in lower grades. Student performance also indicates the effectiveness of remedial assistance programs and regular instruction. This report summarizes the

development and implementation of the Grade Six Mastery Test. These four steps in the program are discussed: (1) mastery test development; (2) setting mastery standards by objective; (3) test administration and scoring; and (4) school district test results reporting. Statewide mastery test results are given for Fall 1986. Four charts show the percentage of students who achieved mastery for each test objective. The learning objectives, sample score report, and information about the school districts are presented in 11 appendices. (VM)

UD 025 951 ED 289 939

Connecticut Education Evaluation and Remedial Assistance. Grade 8 Mastery Test Results: Summary and Interpretations 1986-87.

Connecticut State Dept. of Education, Hartford. Pub Date—87

Note—140p.: For other Mastery Test results, see UD 025 949-950.

UD 025 949-950.

Pub Type— Reports - Evaluative (142)

EDRS Price - MP01/PC06 Plus Postage.
Descriptors—"Academic Achievement, "Academic Standards, Behavioral Objectives, "Grade 8, Junior High Schools, Language Arts, "Mastery Tests, Mathematics, Scoring, "Test Construction, Writing Instruction."

Writing Instruction -\*Connecticut

Identifiers—\*Connecticut

The central aspect of Connecticut's agenda for educational equity and excellence is the implementation of statewide mastery testing in mathematics and language arts. The program, designed for grades four, six, and eight, assesses the skill levels of students by measuring their performance on learning objectives they should have mastered in lower residue. Student setformance also indicates the efobjectives they should have mastered in lower grades. Student performance also indicates the ef-fectiveness of remedial assistance programs and reg-ular instruction. This report summarizes the development and implementation of the Grade Eight Mastery Test. These four steps in the program hight Mastery Test. These four steps in the program are discussed: (1) mastery test development; (2) setting mastery standards by objective; (3) test administration and scoring; and (4) school district test results reporting. Statewide mastery test results are given for Fall 1986. Four charts show the percentage of students who achieved mastery for each test objective. The learning objectives, sample score re-port, and information about the school districts are presented in 11 appendices. (VM)

ED 289 940 UD 025 952

Cubillos, Herminia L. Catotico, Hermina L.

Los Ancianos: The Aging of the Hispanic Community. A Preliminary Demographic Profile.

Project Anciano.

National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.

Pub Date-Jul 87

Pub Date—Jul 87

Note—12p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Demography, Educational Attainment, Employment, \*Family (Sociological Unit), Health Needs, \*Hispanic Americans, Labor Force, \*Low Income, \*Older Adults, Population Trands Powerthy.

Force, \*Low Income, \*Older Adults, Population Trends, Poverty Identifiers—Feminization of Poverty A demographic profile of the aged Hispanic community, a growing population, is provided. Such socioeconomic data on the Hispanic elderly are needed for developing public policies and programs to meet their growing needs. The following topics are presented: (1) changes in the population; (2) living arrangements; (3) education; (4) employment; (5) income; (6) poverty status; and (7) health. The findings show that most of the Hispanic elderly live in households rather than in nursing homes. One-fourth of them do not receive any form of Social Security benefits. Their poverty rate, although lower than a decade ago, is twice as high as for the White elderly. Also, the feminization of poverty is being experienced in this population. (VM)

ED 289 941 UD 025 953

McKay, Emily Gantz
The Changing Demographics of the Hispanic Fam-

The Changing Demographics of the Hispanic Family,
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
Pub Date—Jul 87
Note—19p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—\*Demography, \*Family Income,
\*Family Structure, \*Heads of Households, \*Hispanic Americans, Marriage, Poverty, Pregnancy,

Religion, \*Socioeconomic Status, Unemployment Hispanics will become the largest United States minority population sometime early in the next century. A problem that arises with attempts to provide Hispanic people with better opportunities is the lack of adequate data on Hispanic socioeconomic status. Those data which do exist focus on problems of the individual, yet one of the greatest strengths of the Hispanic community is its strong supportive family structure. This report presents the changing demographic status of Hispanic families and projects social trends for the next century. The major findings are: (1) Hispanics are more likely to live in multigenerational families than other Americans; (2) inacquate income is a major problem; (3) large families and those headed by females are especially likely to be poor; and (4) as the proportion of Hispanics grows in the United States population, the status of these families is more of a matter for concern. (VM)

ED 289 942

UD 025 954

ED 289 942

Yagauire, Raul

Testimony on Unemployed Disadvantaged Youth.

Presented before the Senate Subcommittee on
Labor of the Senate Committee on Labor and
Human Resources, United States Senate.

National Council of La Raza, Washington, D.C.

Pub Date—17 Feb 87

Note—10p.

Pub Type—Legal/Legislative/Regulatory Mater

Note—10p.
Pub Type— Legal/Legislative/Regulatory Masicaals (990) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptora—\*Disadvantaged Youth, Dropouts,
Economic Status, \*Employment Experience,
\*Federal Programs, \*Hispanic Americans, Job
Training, \*Labor Force Nonparticipants, \*Unem\*Loument, Welfare Recipients
\*\*Employment and\*\*

ployment, Welfare Recipients Identifiers—Comprehensive Employment and Training Act, Job Training Partnership Act 1982. This testimony on unemployed disadvantaged youth given before the Senate Subcommittee on Labor focuses on the condition of Hispanic and other disadvantaged youth in the labor force. The experiences of these youth with the Job Training Partnership Act (TPA) are discussed, and the following problems are elucidated: (1) failure to meet the recipiers with the 40 account of the finels between the contents of the finels has been to contents and the following the contents of the finels has been to contents the finels have the contents of the finels have the finels hav quirement that 40 percent of the funds be spent on youth services; (2) the use of short-term, low cost programs that cater mostly to the most job-ready participants; and (3) targeting in-school youth or high school graduates to the exclusion of dropouts. More flexibility is needed so that localities can implement programs for all disadvantaged youth not just those receiving Aid to Families with Dependent Children (AFDC) benefits. The JTPA should be amended to provide for remedial programs, dropout prevention and school-to-work transition services. Work experience opportunities must be greatly expanded. (VM) quirement that 40 percent of the funds be spent on

ED 289 943

UD 025 956

Lopez, Norma Y.

Hispanic Teenage Pregnancy: Overview and Implications.

National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.

Pub Date—Jul 87

Note: 224 Sons figures may not reproduce well.

Pub Date—Jul 87
Note—21p; Some figures may not reproduce well.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptora—Adolescents, \*Birth Rate, Dropouts,
\*Early Parenthood, Educational Attainment, Females, Health Needs, \*Hispanic Americans,
\*Pregnancy, Research Needs, \*Unwed Mothers
Although teenage pregnancy among Hispanics
as reached alarming levels, researchers generally
have not separated this population out for separate
analysis. The data are incomplete, but this report is
an attempt to address the need for specific information about Hispanic teenage pregnancy and parenthood by subgroup and state. Data are presented
from the National Center for Health Statistics and
the Bureau of the Census. The major findings are the from the National Center for Health Statistics and the Bureau of the Census. The major findings are the following. (1) the rate of teenage pregnancy among Hispanics is substantially above that of the White non-Hispanic population; (2) comparisons of Hispanic subgroups show that Cuban teenagers have lower birth rates than Mexican Americans and Puerto Ricans; (3) Hispanic teenagers are more likely to be married when their babies are born than are Black teenagers; (4) many Hispanic teenagers receive prenatal care after the first trimester; (5) their rate of low birth-weight babies was about the same as for Whites and lower than that for Blacks; (6) Hispanic teenage mothers are less likely to have completed high school than other teenage mothers; and (7) more research needs to be done on this problem so that the proper policies and programs can be implemented. (VM)

ED 289 944 UD 025 95 Noncash Benefits. Methodological Review of Ex-perimental Valuation Methods Indicates Many Problems Remain. Report to Congressional Re-UD 025 957

general Accounting Office, Washington, DC. Program Evaluation and Methodology Div. eport No.—GAO/PEMD-87-23

gram Evaluation and Metaloscopy,
Report No.—GAO/PEMD-87-23
Pub Date—Sep 87
Note—132p.
Available from—U.S. General Accounting Office,
Post Office Box 6015, Gaithersburg, MD 20877
(1-5 copies free; additional copies \$2.00 each).
Pub Type—Legal/Legislative/Regulatory Materials (990)—Reports - Evaluative (142)
EDRS Price - MF01/PO06 Plus Postage.
Descriptors—\*Assessed Valuation, Definitions,
\*Economic Status, \*Pederal Aid, Income, \*Poverty, Welfare Recipients

Descriptors—"Assessed Valuation, Definitions, 
"Beonomic Status, "Federal Aid, Income, "Poverty, Welfare Recipients
Identifiers—"Noncash Benefits
Increasingly the poor have been receiving federal assistance through goods and services rather than cash. These goods and services have not been counted when measuring the income and poverty of the recipients. This report examines three proposals to change the manner in which poverty is measured. All include ways to calculate the value of noncash benefits. The examination of each proposal is based on the following five questions: (1) What is the basis for defining income?; (2) Are the methods valid?; (3) Do the values that are assigned actually represent the benefits that are received?; (4) What is the quality of the data and analytic procedures used to assess benefit values?; and (5) Are definitions used consistently across key steps of poverty measurement? It was found that changes in these factors could change the classification of a family's level of poverty. (VM)

UD 025 959 haring Successes across Network Institutions. A Status Report 1986. Appalachia Educational Lab., Charleston, W. Va.;

Appalachia Educational Lab., Charlesson, w. ra., Mid-Continent Regional Educational Lab., Au-rora, CO.; North Central Regional Educational Lab., Elmhurst, IL.

rors, CO.; North Central Regional Educational Lab., Elmhurst, IL.
Pub Date—86
Note—280p.; For 1983 and 1984 reports, see ED 255 605-606.
Pub Type—Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MFDI/PC12 Plus Postage.
Descriptors—"Educational Improvement, "Educational Innovation, Elementary Secondary Education, "Networks, Nonschool Education, Programs, "Program Development, Special Education, "Success, "Urban Education, Urban Schools

Schools
The Urban Education Network is a problem-solving effort designed to address educational problems facing urban educators. Representatives to the Network are drawn from urban school districts and facing urban educators. Representatives to the Network are drawn from urban school districts and
state departments of education. They work together
to strengthen school improvement efforts by sharing
concerns, ideas, and educational practices. A number of programs are selected each year for inclusion
in a Network status report. This report from 1986
presents program descriptions grouped under the
following 16 content areas: (1) alternative and magnet schools; (2) arts education; (3) basic skills; (4)
computer technology; (5) early childhood education; (6) effective schools/school improvement; (7)
environmental education/science/social science;
(8) gifted and talented; (9) institutional reports; (10)
programs for students at risk; (11) school/business/community partnerships; (12) special education; (13) staff development; (14)
testing/evaluation; (15) urban education/desegregation; and (16) vocational/career education. For
each program the following information is provided:
a brief description; staff size and composition;
scope; number of individuals and schools served;
evaluation reports and descriptive materials available; and an address to contact for further information. There is also an appendix in which exemplary
projects are listed by state. (VM)

UD 025 960 Partnerships for the Future: Business-Education Partnerships in New York State. New York State Education Dept., Albany.; Public

Policy Inst., Albany, NY.

Spons Agency—Xerox Corp., Rochester, N.Y.
Pub Date—Oct 87

Not—47p; This project was funded in part from a grant from the Regional Learning Laboratory for Educational Improvement.

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—Business Responsibility, Community Cooperation, \*Cooperative Programs, Educational Improvement, \*Employment Experience, \*School Business Relationship, School Support

Experience, "School Business Relationship, School Support
Identifiers—"New York, "Partnerships
The growing demands for educational improvements must be addressed by all segments of the community. The business sector can meet its part of this responsibility through business-education partnership programs. This document is a guide for businesses or schools interested in beginning such a partnership. It is also a descriptive listing of partnership programs in the State of New York. The guide gives information on the following topics: (1) why business is concerned with education; (2) cooperation between business and education; (3) how to start partnerships; (4) the benefits of partnerships; and (5) differences between the way businesses and educational institutions are run. Thirty-seven partnerships that have been innovative and successful are profiled. A list of resources supplying names and addresses of partnership programs, support organisations of the partnership programs, support organisations. addresses of partnership programs, support organi-zations, and suggested readings concludes the docu-

ED 289 947 UD 025 961

Ascher, Carol Chapter 1 Programs: New Guides from the Re-

ERIC Clearinghouse on Urban Education, New York, N.Y.

York, N.Y.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—ERIC/CUE-TIS-7
Pub Date—Dec 87
Contract—OERI-400-86-0015

Contract—CERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$3.00).

Pub Type — Information Analyses - ERIC Informa-tion Analysis Products (071) — Reports - Evalua-

tive (142)

tive (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—\*Compensatory Education, \*Disadvantaged Youth, Elementary Secondary Education, Eligibility, \*Federal Programs, Guidelines, \*High Risk Students, Poverty, Program Evaluation, Program Improvement, Remedial Instruction, Research Utilization
Identifiers—\*Education Consolidation Improvement Act Chapter. 1

ment Act Chapter 1

ment Act Chapter I
This document reviews the range of findings contained in 10 recently commissioned reports on how
Chapter I programs are implemented and how successful they are in increasing the achievement of
disadvantaged students. Although the conclusions
of the reports are not the same, there are some developing consensuses. Findings are discussed in the
following areas: (1) how are recipients of Chapter I of the reports are not the same, there are some developing consensuses. Findings are discussed in the following areas: (1) how are recipients of Chapter 1 services selected? (2) do those who most need the services receive them? (3) among the program structures that have been used (pull-out, add-on, in-class, and replacement) are there reasons to choose one over another? (4) which instructional strategies are used (mastery learning, higher order thinking skills, and computer education), and are they effective? (5) how have parents participated in the programs and are there new ways for them to become involved? and (6) does compensatory education increase achievement? It is concluded that the success of the programs has been mixed in all of the areas listed above. It is clear that low-achieving students need some type of help, but there are some serious problems with Chapter 1 in the following areas: (1) it is not enrichment since it takes students away from other instruction; (2) there are inefficiencies in other instruction; (2) there are inefficiencies in grouping and regrouping students during the day, and (3) the teaching of Chapter 1 students lags be-hind research findings on equity and pedagogy. A list of the 10 studies reviewed and 93 endnotes are included. (VM)

ED 289 948 UD 025 962 Schwartz, Wendy

Teaching Science and Mathematics to At Risk Students. ERIC Digest. ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—ERIC/CUE-D-36 Pub Date—Sep 87

And Improvement (ED), Washington, DC.
Report No.—ERIC/CUE-D-36
Pub Date—Sep 87
Note—6p.
Available from—ERIC Clearinghouse on Urban
Education, Institute on Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price - MP01/PCD1 Plus Postage.
Descriptors—\*Academic Achievement, \*\*Cognitive Processes, Cultural Differences, Educational Change, Educational Improvement, Females, \*\*High Risk Students, \*\*Instructional Innovation, \*\*Mathematics Instruction, Minority Groups, Parent Role, Racial Bias, \*\*Science Instruction, Sex Differences, Social Bias
Identifiers—ERIC Digests
Traditionally, disadvantaged groups, such as women and minorities, have not excelled in science and math. Often the lack of literacy and achievement in these subjects is due to the following factors: (1) cognitive differences between how the information is presented and how the students process it; (2) lack of familiarity, because of cultural differences with the context in which the material is atuaght; (3) family stress due to poverty and/or unemployment; (4) racial and cultural biases that may lead teachers and parents to believe that minorities and women cannot get jobs in technology or aren't suited for them, and therefore shouldn't waste effort learning subjects that will be of no career use; (5) the perception that physically disabled students cannot function safely in a technological environment; and (6) tracking that steers certain groups away from academic or technical courses. Recently a range of successful educational policies, programs, and methods have been identified to help these students to understand the material in the context of their own lives; (4) cultural and language sensitivity; (5) axiety-reducing strategies; (6) improved programming; and (7) cooperative, heterogeneous grouping of students. Out-of-school programs and parental help are also effective in helping disadvantaged students.

ED 289 949 UD 025 963

Peer Helping Relationships in Urban Schools. ERIC Digest. ERIC Clearinghouse on Urban Education, New

1015, N.1. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—ERIC/CUE-D-37 Pub Date—Dec 87

York, N.Y.

Pub Date—Dec 87

Note—49.

Note—49.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free). Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, Elementary Secondary Education, \*Learning Strategies, Outcomes of Education, \*Peer Influence, \*Peer Teaching, Student Attitudes, \*Student Motivation, Teaching Methods, \*Tutorial Programs, \*Tutors, Urban Education Identifiers—ERIC Digests
Research has shown that students and teachers

Identifiers—ERIC Digests
Research has shown that students and teachers
can benefit from structured in-school helping relationships in which peers assume formal roles as tutors. For the student in need of academic help, peer
tutoring programs provide an opportunity to learn
in a more nonthreatening environment than the
classroom. Immediate feedback and clarification of
information is possible. For the student tutor, these
programs reinforce their own knowledge, build their
self-esteem, and develop a sense of responsibility.
The experience may result in improved attitudes for
both the tutor and the learner, and can also foster
cross-cultural and interracial awareness. The use of cross-cultural and interracial awareness. The use of peer tutors in the classroom can make teachers more flexible and enable them to better target their efforts

toward individual students. Effective peer tutoring toward individual students. Effective peer tutoring programs have used the follow steps to guide their work: (1) establish a planning group; (2) assess student needs; (3) develop measurable goals and objectives; (4) determine faculty, material, and equipment needs; (5) develop a draft plan for school staff and parental review; (6) formally present a revised plan; (7) conduct an orientation; and (8) conduct ongoing evaluation. Peer tutoring is an underutilized instructional strategy in urban

ED 289 950 UD 025 964 East and 950 UD 025 96 Brown, Warren A. Pokalsky, Kenneth J. Patterns of Migration in New York State, 1960-1985, A Special Report. Public Policy Inst., Albany, NY. Pub Date—Jul 87 Note 44:

Pub Date—Jul 87

Note—41p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Demography, Employment Opportunities, Migrants, "Migration, "Place of Residence, Population Distribution, "Population Trends, Public Policy, "Residential Patterns Identifiers—"New York
This special report analyzes patterns of migration in and out of New York State from 1980 to 1985, based on the "Current Population Survey: Annual

in and out of New York State from 1980 to 1985, based on the "Current Population Survey: Annual Demographic File, 1985" and a mail survey of current and former New York residents. A brief summary and analysis of population loss during the 1970s is discussed. Data are presented from the research inquiry, which attempted to answer the following questions: (1) is the population loss continuing; (2) what factors motivate people to move in and out of the state; (3) what do interstate mirrents are as the positive and peasitive annects of move in and out of the state; (3) what do interstate migrants see as the positive and negative aspects of New York as compared to other states; and (4) what implications do these migration patterns have for public policy. The findings are that the population increased by 1.3 percent between 1980 and 1985. Half of these migrants were from places other than the other 49 states. People moved into New York mostly because of the attractive employment opportunities in the state. Negative attributes of New York, as compared to other states, were the cost and tunities in the state. Negative attributes of New York, as compared to other states, were the cost and availability of housing, taxes, transportation, and the environment for raising children. Detailed answers to the research questions are presented in 20 tables. The two appendices contain tables showing (1) estimates of the resident population of each of the states as of July 1, 1985, and (2) the population change for New York State by county between 1980 and 1985. (VM)

ED 289 951

ED 289 951 UD 025 966
Gallup, Alec M. Clark, David L.
Public's Attitudes toward the Public Schools. The
19th Annual Gallup Poll.
Pub Date—Sep 87
Note—15p.; For 18th annual poll, see UD 025 641.
Available from—Gallup Poll, Phi Delta Kappa, P.O.
Box 789, Bloomington, IN 47402-0789 (25 copies
for \$10.00; additional copies \$.25 each).
Pub Type—Reports - Research (143)
EDRS Price - MPDL/PC01 Plus Postage.
Descriptors—Educational Attitudes. Educational

EDRS Price - MFDI/PCOI Plus Postage.
Descriptors—Educational Attitudes, Educational Improvement, Elementary Secondary Education, Parents, \*Public Opinson, \*Public Schools, \*School Choice, Social Problems Identifiers—\*Gallup Poll This nineteenth annual Gallup Poll of public attitudes toward public schools focuses on educational policies of the Reagan Administration, and continues to monitor trends and opinions on questions. policies of the Reagan Administration, and continues to monitor trends and opinions on questions about schooling. Questions and responses are included for the following categories: (1) Perceived Improvements in Local Public Schools; (2) Perceived Improvement in Student Achievement; (3) Raising Standards; (4) Reporting Achievement for Comparison; (5) Support for Parental Choice; (6) Emphasis on the Basics; (6) Government and the Schools; (7) Character Education in the Schools; (8) School Prayer; (9) Grading the Public Schools; (8) Schools; (7) Character Education in the Schools, (8) School Prayer; (9) Grading the Public Schools; (10) Grading School Personnel; (11) Liberal Arts Degrees for Teachers; (12) Support for Sex Education; (13) Most Important Problems Facing Local Public Schools in 1987; (14) The Public's Knowledge of Issues in Education. A description of the research procedure is included and directions are given for ordering copies of the poll. (VM)

ED 289 952 UD 025 967 rity Students and Staff Report.

Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Pub Date—87
Note—57p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education,
"Minority Groups, "Racial Balance, Rural Urban
Differences, "School Demography, School Districts, "School Personnel, Statistical Data Identifiers-\*Connecticut

This report presents data on the distribution of This report presents data on the distribution of minority group students and staff in the public schools of Connecticut in 1986. The data were collected to comply with federal accounting standards for minority groups. The findings are presented for the 22.5 percent minority student enrollment and the 6.2 percent minority staff persons in the following areas: (1) the five largest systems compared to the rest of the state; (2) grade level comparisons; (3) declines, increases, and trends over the previous 15 years; (4) declines, increases, and trends compared to those of the White enrollment; (5) comparisons between Blacks, Hispanics, Asians, and American Indians; (6) county comparisons; and (7) comparisons among types of communities. Bar graphs and sons among types of communities. Bar graphs and a map illustrate the statistical data. Twelve tables list of definitions further elucidate the findings. Although there were declines in minority stu-dents at some grade levels, the total enrollment in Connecticut increased, as did the number of minor-ity staff members. (VM)

UD 025 971 Cheng. Maisy L. Who Seeks the Work? A Pre-Employment Pilot

Survey. Toronto Board of Education (Ontario). Research

Dept.

Dept.

Report No.—ISBN-0-88881-192-6

Pub Date—Nov 87

Note—43p.

Pub Type— Numerical/Quantitative Data (110) —

Reports - Research (143)

Reports - Research (143)
EDRS Price - MF01/POO2 Plus Postage.

Descriptors—Blacks, \*Employment Opportunities,
\*Equal Opportunities (Jobs), \*Ethnic Groups,
Foreign Countries, Job Placement, \*Minority
Groups, \*Occupational Mobility, \*School Personnel, Sex Stereotypes, Tenure, Whites
Identifiers—\*Toronto Board of Education ON
The Beard of Education in Toronto, Canada, has

The Board of Education in Toronto, Canada, has The Board of Education in Toronto, Canada, has adopted equal employment policies and plans to increase the number of racial minorities employed by the school system. To determine the success of these actions the Board collected post-employment data in 1986. The following findings are reported: (1) most applicants for positions were not currently employed by the Board; (2) newspapers were the major source of job information; (3) the proportion of visible minorities who sought appointments was consistent with estimates of these minorities in the local population; (4) blacks were the largest group to consistent with estimates of these minorities in the local population; (4) blacks were the largest group to respond to the survey; (5) the largest white minority groups to respond were of English, Irish, or Scottish backgrounds; (6) the visible racial minority respondents had more formal education and more specialist qualifications than did other groups; (7) the proportion of visible minorities who applied was larger than the percentage hired for positions as cleaners, educational assistants, and clerks; (8) the proportion of visible minorities who sought mobility within the system is larger than those who obtained promotions and transfers; and (9) male and female promotions and transfers; and (9) male and female candidates tended to apply for sex-stereotyped posi-tions. Statistical data are presented in 13 tables and 6 appendices. (VM)

ED 289 954

Cheng, Maisy L.

Representation of Visible/Racial Minorities in the
Toronto Board of Education Work Force, 1987. Toronto Board of Education (Ontario). Research

Report No.—ISBN-0-88881-194-2 Pub Date—Nov 87

Pub Date—Nov 87

Note—46p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Blacks, "Ethnic Groups, Females,
Foreign Countries, "Government Employees,

"Labor Force, Males, "Minority Groups, "Racial
Distribution, "School Personnel, Whites

Identifiers—\*Toronto Board of Education ON

A 1981 survey showed that while racial minorities

made up 15 to 20 percent of the population of Tor-onto, Canada, the Toronto Board of Education had only 7.9 percent minority employees. In 1987 an-other survey was completed to determine if the rep-resentation of visible racial minorities had changed. resentation of visible racial minorities had changed.
This document is the first part of a two part report on the latter study. The following findings are discussed: (1) the percentage of racial minorities at the Board of Education remained the same, at 7.9 percent; (2) this level of representation was lower than the level in the total Metropolitan Toronto municipality work force; (3) the level was not uniform across ich eaterories and denorments: (4) the proacross job categories and departments; (4) the pro-portion of racial minorities in managerial and superportion of racial minorities in managerial and super-visory positions was 6 percent as compared to 5 percent in 1981; (5) Blacks and East Asians com-prised one-third of the racial minority permanent work force; (6) in both the White and non-White categories there were slightly more female employ-ees than male; and (7) 20 percent of White employ-ees were employed in field positions compared to 9 percent of the non-Whites. Statistical data are pre-sented in 6 feaves and 11 tables. Six appendices ented in 6 figures and 11 tables. Six appendices include research documents and distribution tables.

ED 289 955 UD 025 973

EI) 289 933 Cheng, Maisy L. Visible Minority Representation in the Toronto Board of Education: Staff Changes, 1986. Toronto Board of Education (Ontario). Research

rt No.-ISBN-0-88881-191-8 Report No.—ISBI-Pub Date—Nov 87

Pub Date—Nov 87

Note—33p.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Employment Opportunities, \*Equal Opportunities (Jobs), \*Ethnic Groups, Foreign Countries, \*Labor Force, \*Minority Groups, \*Occupational Mobility, Professional Personnel, \*School Personnel, Staff Utilization Utilization
Identifiers—\*Toronto Board of Education ON

This report documents 1986 staff changes at the Toronto Board of Education. It updates a report issued for the previous year in an effort to provide issued for the previous year in an error to provide an ongoing picture of equal opportunity practices. The Board employed approximately 9,000 teaching and non-teaching permanent staff in 1986 and recorded staff changes in 12 percent of that work force. The following findings are discussed: (1),082 staff changes were among the teaching and administrative staff, and 464 among the mainteacministrative start, and 404 among the manni-nance and plant operations staff; (2) there was an increase of 39 visible minority employees which re-sulted in a net increase of 6 percent in the teaching sector; (3) new hiring was the most common avenue sector; (3) new hiring was the most common avenue for mobility for minority personnel and promotion was the least common; and (4) the number of visible minority employees included in the mobility count remained very low among the maintenance and field operation staff despite a substantial increase in staff changes in this division. Statistical data are presented in 6 figures and 9 tables. Two appendices contain samples of research documents. (VM)

ED 289 956

Equity in Education Financing.
Alberta Dept. of Education, Edmonton.
Pub Date—13 Oct 87

Note—42p.
Pub Type— Reports - Descriptive (141)

EDRS Price - MP01/PC02 Plus Postage.
Descriptors—\*Access to Education, Cost Effectiveness, \*Educational Finance, Equal Education, Foreign Countries, \*School District Autonomy, \*School Taxes, \*Student Needs
Identifiers—\*Alberta
This paper addresses concerns with equity in edu-ED 289 956 UD 025 977

Identifiers—"Alberta
This paper addresses concerns with equity in education financing in Alberta, Canada. It describes the
major issues involved in funding education and proposes alternative ways of addressing them. The issues are the following: (1) every student should have
access to an education which meets his/her needs,
but the costs of this education varies widely across the province; (2) there are significant inequities in the level of taxes paid by residential and non-resi-dential taxpayers; and (3) school boards are increasingly dependent on local revenues and some do not want this local taxing power eroded. In addition to these issues there are five principles of education funding contained in Alberta's New School Act which must be considered in any new school finance plan. They are the following: (1) access to quality education; (2) equity; (3) flexibility; (4) responsiveness; and (5) accountability. Five new funding op-tions are proposed in consideration of the issues and principles. Their advantages and disadvantages are presented. Statistical data are included in two appendices. (VM)

Alexander, Dorothy L. And Others
Effective Compensatory Education Sourcebook.
Volume III: Project Profiles.
Department of Education, Washington, DC.
Pub Date—87
Note—171. ED 289 957 UD 026 005

Note—171p.; For volumes I and II, see ED 276
787-788.
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,

DC 20402.

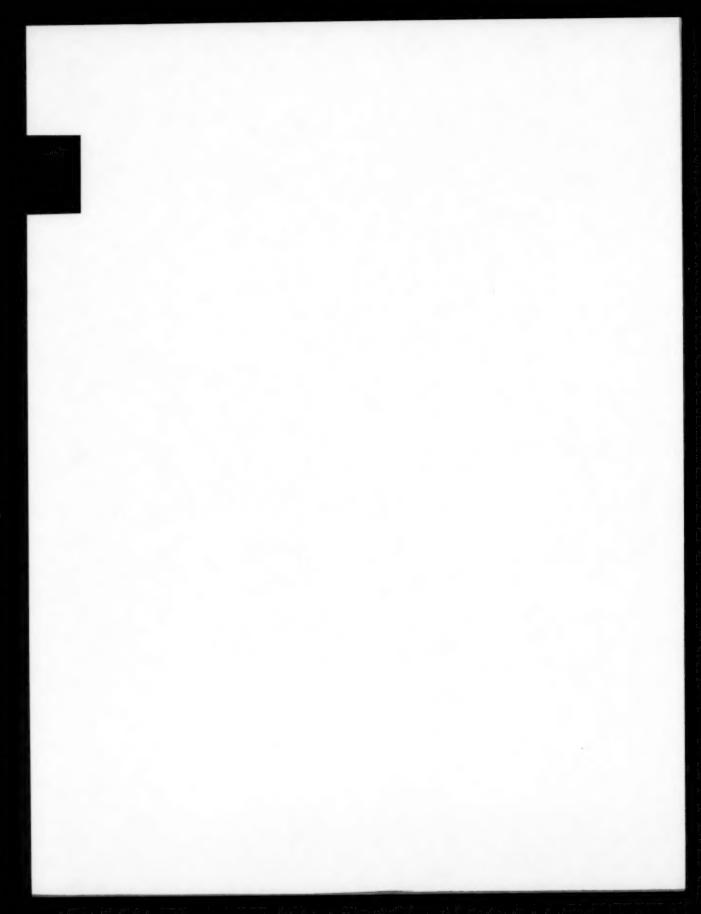
DC 20402.

Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, \*Compensatory Education, \*Educational Improvement, \*Educationally Disadvantaged, Elementary Secondary Education, Evaluation Criteria, Instructional Effectiveness, Parent School Relationship, Program Costs, \*Program Effectiveness, Public Education, \*Success Identifiers—\*Education Consolidation Improvement Act Chapter 1

Frogram Costs, "Frogram Effectiveness, runne Education, "Success Identifiers—"Education Consolidation Improvement Act Chapter 1
This volume is a collection of profiles of 130 outstanding Chapter 1 programs across the United States. All of the programs have been given special recognition by the United States Department of Education because they have been unusually successful in meeting the needs of disadvantaged students. The criteria used for judging the effectiveness of a project were based on the number of attributes incorporated from the following list: (1) clear project goals and objectives; (2) coordination with the regular school program/other special programs; (3) parent/community involvement; (4) professional development and training; (5) strong leadership; (6) appropriate instructional materials, methods, and approaches; (7) high expectations for student learning and behavior; (8) positive school/classroom climate; (9) maximum use of academic learning time; (10) closely monitored student progress; (11) regular feedback and reinforcement; (12) excellence recognized and rewarded; and (13) evaluation results used for project improvement. The projects submitted evidence of achievement and gains. The profiles contain the following information: (1) name and adverss; (2) setting; (3) number of students; (4) grade levels; (5) curriculum; (6) per pupil cost; (7) indicators of success; and (8) attributes of success. These programs from the 1985-1986 school year secored high on the appropriateness of the instructional materials, their articulation with the regular school program, and parent/community involvement. A list of nominated and selected programs, a tabular profile index of these programs, and a geographical index of them comprise the three appendices. (VM)



# Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors and the Identifier Authority List, are in word-by-word alphabetical order.

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The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor	Microcomputers	
Title ———	Public Education and Electronic Technologies. ED 226 725 ————	Accession Number
Identifier	National Assessment of Educational Progress  Reading, Science, and Mathematics Trends. A Closer Look.	
	ED 227 159 ———	Accession Number

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ED 289 419 Agreement between the University of Medicine and Dentistry of New Jersey and the School of Health Related Professions Faculty, July 1, 1986-June 30, 1989.

ED 289 415 Agreement between University of Cincinnati and AAUP, University of Cincinnati Chapter, September 1, 1986 to August 31, 1989.

ED 289 422 Collective Bargaining Agreement between Lin-coln University of the Commonwealth System of Higher Education and Lincoln University Chapter of the American Association of University Professors, September 1, 1986 to August 31,

ED 289 425 Collective Bargaining Agreement between the Board of Trustees of Delaware State College and the Delaware State College Chapter of the American Association of University Professors, 1986-1990.

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ED 289 414 Collective Bargaining Agreement between University of Nebraska at Omaha Chapter, American Association of University Professors and the Board of Regents of the University of Nebraska for the Period July 1, 1986 through June 30, 1987. ED 289 421

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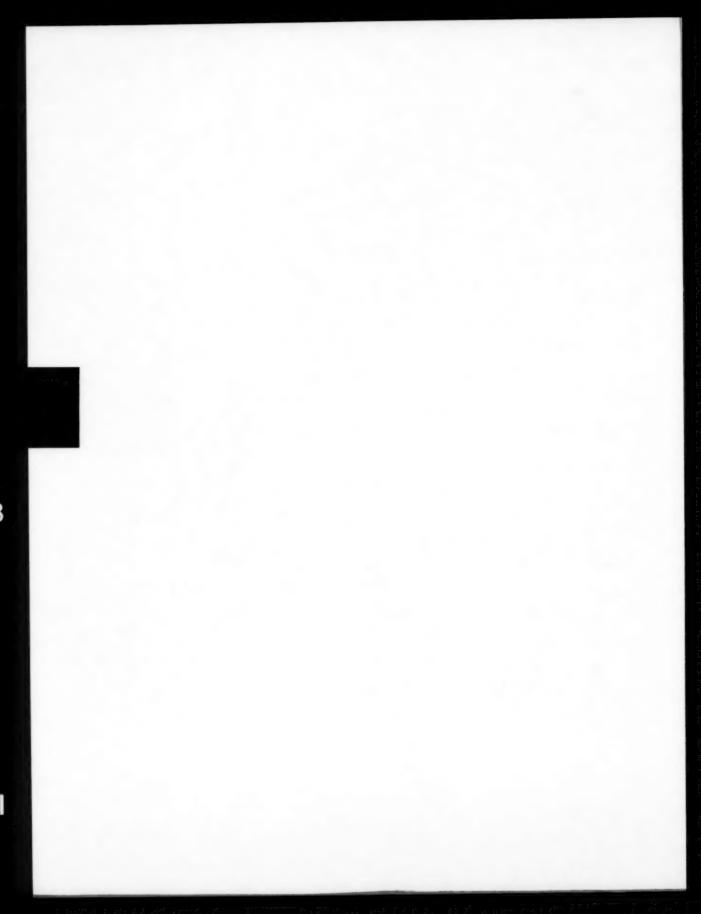
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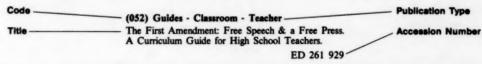
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(171) Multilingual/Bilingual Materials

Alternativas. A Bilingual Vocational Model Pro-

ED 289 048 Kids with Keys...Parents with Jobs...Who's in Charge? = Hijos con llaves...Padres que trabajan...Quien manda?

Your Business Plan: A Workbook for Small Businesses in Oregon = Su Plan de Negocio: Un Libro de Trabajo Para Empresas Pequenas en Or-

ED 289 565

### Clearinghouse Number/ED Number Cross-Reference Index

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EA -Educational Management

EC —Handicapped and Gifted Children

FL —Languages and Linguistics HE —Higher Education

IR -Information Resources

JC -Junior Colleges

PS - Elementary and Early Childhood Education

RC-Rural Education and Small Schools

SE -Science, Mathematics, and **Environmental Education** 

SO — Social Studies/Social Science Education SP — Teacher Education TM — Tests, Measurement, and Evaluation

UD-Urban Education

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# THESAURUS ADDITIONS AND **CHANGES**

The following additions and modifications have been made to the ERIC controlled vocabulary since August 1986. They are, therefore, not included in the 11th (1987) edition of the Thesaurus of ERIC Descriptors.

ABSTRACTS
SN (Scope Note Added) (note: do not confuse with "Bibliographic Records")

ACQUIRED IMMUNE DEFICIENCY
SYNDROME
Aug. 1987
SN Infectious, life-threatening virus that inhibits the body's protective immune system—transmitted chiefly by sexual contact, the sharing of intravenous needles/syringes, or unscreened blood transfusions

unscreened blood transfusions
AIDS (Disease)
HTLV 3
Human Immunodeficiency Virus
Human T Cell Lymphotropic Virus Type 3

Grown-up sons and daughters (approximately 18+ years of age)
Adult Offspring
Grown Children ADULT CHILDREN SN Grown-up sons

Organized collections of machine-readable rec-ords that describe books, journal articles, re-ports, or other primary sources of information BIBLIOGRAPHIC DATABASES

Bibliographic Instruction USE LIBRARY INSTRUCTION

BIBLIOGRAPHIC RECORDS LIOGRAPHIC RECORDS

Records in a database or library catalog that describe a bibliographic item (book, film, etc.)—generally containing author, title, and publication information and often enhanced with abstracts and/or subject terms (note: for references to other works within bibliographic items, use "Citations (References)," which, prior to Dec87, was sometimes used for "Bibliographic Records")

Dec. 1987
Individuals who provide personal care to others—includes professionals, nonprofessionals, family members, and friends (note: use a more specific term if possible)

CITATIONS (REFERENCES)

Mar. 1980
SN (Scope Note Changed) References that identify works which have been used as authorities or from which passages have been quoted (note: do not confuse with "Bibliographic Records")

COMPUTER GAMES SN Games played on Games played on computers, as either edu-cational tools or recreational pastimes

Computer Keyboards USE KEYBOARDING (DATA ENTRY)

COMPUTER PERIPHERALS SN Any computer Any computer equipment other than the central processing unit, i.e., devices for input, output, storage, add-on memory, and other auxiliary functions **UF** Computer Auxiliary Equipment

COMPUTER PRINTERS IPUTER PRINTERS

Jan. 1988
Computer output devices that produce readable, hard-copy data on paper, film, etc.

SN The process of selecting, setting up, and modifying a system of computer hardware and software—also, the layout and specifications of a computer system

UF Computer System Development

COMPUTER TERMINALS IPUTER TERMINALS

Jan. 1988
Input output devices, generally including a keyboard and a display unit (video or print), used to enter data into and receive data from a computer (note: prior to Jan88, the instruction "Computer Terminals, use Input Output Devices" was carried in the Thesaurus)

COURSE INTEGRATED LIBRARY
INSTRUCTION
SN Library instruction given as part of a course
in another subject, i.e., English, history, etc.
UF Course Related Library Instruction

DATABASE DESIGN

The process of planning and organizing the content and structure of a database—also, the specifications that result from this pro-

Input output devices that effect the necessary movements of disks or disk packs and that have read/write heads for accessing and recording data on the disks and communicating with the computer

SN Computer storage devices in the form of small flexible magnetic disks enclosed in semirigid jackets—generally used with microcomputers Diskettes

Flexible Disks

FULL TEXT DATABASES

SN Machine-readable files containing the complete texts of journal articles, newspaper items, legal documents, encyclopedias, or other works

GRADE REPETITION

SN (Scope Note Added) Repeating a grade level in school because of deficient achievement

Hiring (Personnel)
USE PERSONNEL SELECTION

Compter storage devices in the form of flat circular plates coated on one or both sides with magnetic material on which informa-MAGNETIC DISKS

tion may be recorded and stored for future

MAGNETIC TAPES Jan. 1969 (Scope Note Changed) Tapes coated on one or both sides with a magnetic oxide, on which data are stored by the selective polarization of portions of the surfaces—used for recording video, audio, or computer data (note: use a more specific term if possible)

SN Devices that convert computer output to signals that can be transmitted over communications lines and that restore the signals to their original form at the receiving end

UF Modulator Demodulators

NUMERIC DATABASES

Jan. 1988
SN Machine-readable files primarily consisting of statistical or other quantitative data, often with user manipulability

Application of computer and communica-tions technologies to office functions and tasks OFFICE AUTOMATION

Peer Tutoring
USE PEER TEACHING and TUTORING

Retention (in Grade) USE GRADE REPETITION

Sociodramatic Play USE DRAMATIC PLAY

SPEECH SYNTHESIZERS Devices that simulate the human voice Text to Speech Synthesizers Voice Synthesizers

Jan. 1988

Jan. 1988

Symbolic Play USE PRETEND PLAY

TACTILE STIMULI

Text Editing USE WORD PROCESSING

Text Editors
USE COMPUTER SOFTWARE
and WORD PROCESSING

VIDEO DISPLAY TERMINALS UF Cathode Ray Tube Terminals Visual Display Units

WRITING ACROSS THE CURRICULUM Dec. 1987 Educational movement or strategy that advocates the incorporation of writing into all classes and disciplines, to help students improve their writing and use writing as a learning tool

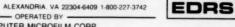


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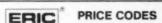
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